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ABSTRACT

Reported upon is the year-long Northwest Educational Cooperative Teacher Training Program in Arlington Heights, Illinois, in which public schools, the educational cooperative (a consortium of 10 school districts), and colleges and universities cooperatively executed an experimental program to train teachers for children with learning disabilities and/or behavioral disorders. Twenty-four individuals with bachelors degrees but no special education training were selected as interns. Professional training was provided through college courses, intensive supervised clinical experiences, staff consultations, seminars, and inservice training. During the first semester, mornings were devoted to clinical experiences in public school classrooms and afternoons to college content classes. For the second semester, interns were placed in regular teaching assignments, supervised by project staff and building supervisors. Interns rated accompanying inservice programs highly on the criterion of relevancy and interest. All interns earned 24 graduate credit hours, completed the program, and were employed for the following year, though only six will work directly in special education programs. Extensive monitoring and evaluative data gathered is presented. (KW)

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FINAL REPORT

NORTHWEST EDUCATIONAL COOPERATIVE

TEACHER TRAINING PROGRAM

A project funded by the Education Professions Development Act
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FOREWORD

This report was prepared in fulfillment of a contract responsibility to an EPDA program, but it is hoped that it will be read with wider interest since the program did test a different design for training special educators. In this program, public schools, an educational cooperative and a group of colleges and universities cooperatively worked in planning and executing an innovative plan.

The program wishes to acknowledge the directors of special education and master teachers who assisted in making the clinical experience a true laboratory, and the college instructors who facilitated the intermeshing of the college course work with the interns' clinical experiences. The Advisory Council was invaluable as it served as the facilitating agent for the cooperative effort. The Program Director wishes to recognize the guidance and many helpful suggestions given by the Advisory Council members.

Gratitude is also expressed to Dr. Gloria Kinney, Executive Director of the Northwest Educational Cooperative for originating, administrating and guiding the program. Dr. John Beck, Executive Director of the Chicago Consortium of Colleges and Universities, provided advice and the valuable services of his organization at crucial junctures. Dr. William Itkin, Chairman of Special Education at Northeastern Illinois State College, supplied critical assistance in locating second semester placement for the interns and for acting as liaison between this program and the college. Dr. Robert Moultrie, EPDA Coordinator, was helpful in advising, administering and facilitating the program.

To the many other teachers, administrators and public and private agencies' personnel who contributed their time and professional knowledge, the staff and interns of this program will always be grateful. Without the cooperation of all of the above, this program model would never have been brought to fruition.

Pamela Gillet, Director
June, 1971
Arlington Heights, Illinois

ABSTRACT

The Northwest Educational Cooperative's Teacher Training Program, an EPDA funded project, was developed to recruit interested persons for specialized training in the teaching of children with learning and/or behavioral disorders. Individuals from the surrounding community who had completed bachelor degrees were screened through program interviews and analysis of credentials. Twenty-four were selected for the intensive training.

Professional training was provided through college courses, intensive supervised clinical experiences, field trips, staff consultation, seminars, and in-service training. Course work and clinical experience emphasized knowledge of social and academic behaviors desired for children, the mastery of a repetoire of diagnostic and remedial methods and materials to meet the child's particular needs, and competency in individualization of instruction.

The program design incorporated the use of formal course work and clinical experience in a ratio that differs sharply from that found in conventional special education programs. Public school classrooms served as laboratories for extensive clinical experiences twenty hours per week for the first semester, and full time classroom assignment the second semester. College courses were taught in the field by college instructors who structured their courses to relate the clinical experience to the course content. Integration of the clinical experience and the theoretical college work was heavily emphasized in the training program.

The program was planned and facilitated through the cooperative efforts of the Chicago Consortium of Colleges and Universities and the Northwest Educational

Cooperative. College instructors, special education teachers, and the project staff were employed and assisted throughout the project by these two organizations. As the twenty-four interns progressed through the training program, nineteen of them were employed by the school districts in the Northwest Educational Cooperative and five were placed in school districts outside this consortium. Of the twenty-two people who have teaching positions for September 1971, six will be working with children who are assigned to special education programs and six will be teachers in the primary grades. Despite the general surplus of teachers, the unusually strong demand for these trained teachers speaks to their acknowledged qualifications and strengths.

Stipends of fifty dollars a week were paid to interns and quantities of instructional supplies were furnished for their use. These stipends proved to be an important factor in attracting the applicants. They provided the means by which a number of the interns were enabled to pursue an extended training program.

The university staff members serving in this program integrated their teaching of the college courses with the interns' clinical experiences They recognized the strengths of the program design to the extent of desiring to generalize facets of it into the on going programs of their institution. The public schools requested that certain of the program's in-service offerings be made available to their staff members.

In-service programs were an important aspect of the second semester. The interns rated the in-service program highly on the criterion of relevancy and interest. These programs involved presentations on various areas in special education by guest lecturers and group consultation sessions. The supportive services of the project staff were continuously available to the interns after they were placed as regularly assigned teachers.

For the interns, the program was intensive and demanding. Without a background in special education they were challenged to acquire the knowledge and proficiency of special education teachers in one year. For some this proved to be threatening, especially at the beginning of the program. Therefore, a conscious effort was made to establish a psychologically supportive atmosphere for the benefit of the interns. The evaluation data support the belief that this group climate was a large contributor to retaining students in the program. Despite the extraordinary demands, all twenty-four interns completed the program.

At the conclusion of the program the interns had earned twenty-four graduate credit hours and were approved to teach Maladjusted Children, Type A & B in Illinois.

Evaluative data which were useful and necessary to guiding the project were generated during both semesters. Time series evaluation measures in the form of critical incidents, longitudinal observations, and attitudinal questionnaires supplied invaluable monitoring data to the project staff. Other data, more summative in nature in the form of administrator's evaluations, classroom observations and other scales provided important evidence on the functioning of the program model. These data were especially useful in specifying the outcomes of a program that offers possibilities for generalization to other contexts.

On a cost benefit basis, the project averaged out $3,333 per intern. This compares favorably with the cost of a year of graduate work at a private university. Moreover, the project upgraded the skills of a group of individuals who were denied access to the usual routes to specialized training, but as the result of the program were able to move with a high degree of success into classrooms which demand great skill of teachers. As a result of this program, a pool of highly talented individuals was retrained and moved into socially useful work which will grant many children an opportunity to more fully develop their potential.

CHAPTER I

INTRODUCTION

The Northwest Educational Cooperative Teacher Training Program to train teachers for children with learning disabilities and/or behavioral disorders was a one year program funded under the Education Professions Development Act (EPDA).

It is always of critical significance to define the scope and breadth of a teacher preparation program. Opinions on these factors vary from two to six years and from ten to thirty different courses. The pressing needs of educational systems in this geographic area, as well as the economic concerns demanded that a program for preparing teachers in the field of learning disabilities should be done in the shortest possible time. Moreover, it was conjectured that there existed a pool of subjects with college degrees and partial training who might through an accelerated program be converted to special education teachers in a short time. This, therefore, suggested the possibility of planning a one year program.

A program was designed that concentrated teacher preparation into a one year program using a five day, forty hour week schedule of student involvment. Interns in this program were committed to a forty hour week of intensive concentration in class work and clinical experience. All work was focused directly on special education knowledge and skills. A work day was divided into the morning clinical experience and the afternoon in college content classes and seminars. Because of scheduling difficulties, one class was conducted Saturday mornings. The first semester, the student interns were supervised in their clinical experience by an experienced critic teacher and the staff of the project. The second semester, they were placed in regular teaching stations and supervised by the project staff and building supervisors.

Twenty-four students were selected from one hundred and fifteen applicants. All twenty-four finished the program and have been employed by local school systems. While the market for teachers changed drastically, applicants far outnumbering job demand, the twenty-four interns were placed. In some cases for reasons relating to budget and teacher surplus, the interns were placed in regular teaching assignments in the primary grades or in aide positions. Whether these teachers who were trained under this program are working in special education classes or in primary classes, their specialized training in learning disabilities will enable them to identify early the children who need specialized help and provide these children with appropriate educational methods and materials. It is felt that if these children experiencing problems in various areas: auditory, memory, visual, perceptual motor, etc., can be identified in the primary grades, a program of remediation can be instituted. With the specialized training received through this program, the former intern functioning as a primary grade teacher is able to test and observe, identify, and remediate within the therapeutic environment of the child's own classroom. With this early help, the child may not experience the depression of being "unable to learn" or face criticism of his classmates and family which is so deflating to his ego. Further, he may not have to be labeled as a special learning problem and be segregated from his classmates during certain periods of the day. Having been given the proper attention during the early stages of his education, the child's name need not be found on the rolls of the learning disabilities specialist in later grades.

Thus while the program was originally aimed to prepare special education teachers, the products have had employment as regular as well as special education teachers. As later evidence demonstrated, they have been enthusiastically accepted and their specialized skills applied in regular settings.

This report is divided into four major parts. Chapter One describes the program as it was originally conceived and the translation of the proposal into a viable project. Chapters Two and Three describe the program in action during the first and second semesters, respectively. Chapter Four presents the data on the evaluation of one project. The reader's attention is called to the appendix where the forms used in the program and a number of the evaluation instruments are included.

ORIGINAL PROPOSAL

The original proposal entitled "A Proposal to Recruit and Train Teaching Personnel" was developed and submitted by Northwest Educational Cooperative in cooperation with the Chicago Consortium of Colleges and Universities and served as the basic conceptual framework for the program. The original proposal follows.

OVERVIEW

This proposal is submitted by the Northwest Educational Cooperative (NEC), a consortium of eight elementary and two high school districts located in the Cook County Townships of Wheeling, Schaumburg, Elk Grove, and Palatine. The school districts (15, 21, 23, 25, 26, 54, 57, 59, 211, and 214) serve a rapidly expanding student population which has grown to approximately 80,000 at the present time. As such they have a continuous need to recruit additional teaching personnel. Shortages have been most consistent in the primary grades and in special education and this proposal is addressed to those needs. Furthermore, there are within these districts persons who could qualify as teachers of primary and exceptional children after intensive preservice and subsequent inservice training.

The Chicago Consortium of Colleges and Universities is composed of Chicago State College, Concordia Teachers College, DePaul University, Loyola University, Northeastern Illinois State College and Roosevelt University. This consortium will work closely with the schools of the Northwest Educational Cooperative to undertake a program designed to recruit and train teachers who will be qualified to teach special education classes for socially maladjusted children and/or primary classes in the general education program. It is felt that such specially trained teachers will be a valuable resource in the elementary school program, particularly in identification of children with special learning problems and in program development for them.

OBJECTIVES

The general objectives of this proposed project are:

1) to recruit 24 persons from our communities into the teaching of exceptional children. Stress will be placed on developing teaching of the socially maladjusted, with placement of the teachers in a special education class or in the primary grades.

2) to provide professional training of a special nature as well as subsequent inservice experiences that will qualify accepted applicants for such teaching.

3) to develop cooperative training teams composed of staff members of the Chicago Consortium of Colleges and Universities and from staff members of NEC schools, the Diagnostic Learning Center, Northwest Special Education Organization, and the special education programs of school districts within the consortium.

4) to develop the roles of cooperating teachers and administrators as members of the training team.

5) to institute search and recruitment procedures using appropriate screening instruments and interview techniques.

6) to design and carry out follow-up inservice educational programs after the initial 16 week preservice training period.

7) to conduct an evaluation program which will assess the strengths and weaknesses of the various components of the program.

8) to disseminate information concerning the program.

9) to influence programs of teacher education and improve the effectiveness of inservice programs within our consortium area, and

10) to prepare and make available a summary report of the project to others who are interested in training special education or primary teachers.

COOPERATING INSTITUTIONS

The Northwest Educational Cooperative and the Chicago Consortium of Colleges and Universities will utilize a team approach to teacher preparation which provides for maximum use of the unique resources available from each of the cooperating institutions.

All the member institutions of the Chicago Consortium are accredited by the North Central Association of High Schools and Colleges and by the National Council for the Accreditation of Teacher Education. Each of the member institutions has a state approved teacher training program and has agreed to give credit to the Interns for the work undertaken during the course of this program.

The professional staffs of the school districts belonging to NEC have exceptionally fine capabilities and past experiences upon which they can draw to make contributions to the proposed teacher education program. More than twenty colleges and universities have selected various NEC districts as cooperating agencies in their student teaching programs. In addition, numerous inservice training and curriculum development programs have been conducted by these schools to help their teaching and administrative staffs keep current with latest developments and improvements in education.

With respect to local capabilities in the area of special education, it should be noted that within the aegis of the Northwest Education Cooperative are the Northwest Suburban Special Education Organization, the Diagnostic Learning Center and the special education personnel of each of the cooperating districts. All of these resources will be available to support the proposed program in both its preservice and inservice aspects.

Three of the districts belonging to NEC (54, 21, and 25) are currently cooperating with the Cook County EPDA Program for training primary teachers. Their experiences as well as the enthusiasm generated by their participation this year will make a direct contribution to the success of the proposed program.

DESCRIPTION OF TRAINING COMPONENTS

The Training Components of the program will consist of formal course work integrated with internship experiences. A team approach will be utilized in both components, with qualified staff drawn from the public schools as well as from the colleges and universities.

Course work will be offered on-site and will consist of five basic units of undergraduate study: Mental Tests and Measurements, Abnormal Psychology, Overview of Exceptional Children, Characteristics of Scoially Maladjusted Child, and Methods and Materials for the Socially Maladjusted Child. Emphasis in the course work offered in the training component will be placed on the primary school age child.

The internship experiences will be designed to give participants a variety of teaching-learning experiences in the cooperating schools. Highly skilled team leaders and experienced cooperating teachers will train and supervise the Intern "on the job." Interns will have extensive contact with children in special education classes and in general education programs; in effect, the on-going school program will be used as a training laboratory for the Interns.

It is expected that the training components of the program will be correlated with inservice training programs in the local school districts as well as ongoing innovative programs.

Interns will have the option of receiving credit from any of the institutions belonging to the Chicago Consortium of Colleges and Universities. Twenty-one semester hours of credit will be awarded. The Training Component has been planned so that Interns will be able to meet requirements for certification.

PROGRAM OPERATION AND STAFFING

The staff for the proposed program will consist of a program director, an instructional supervisor, instructional personnel, team leaders and cooperating teachers.

A brief description of the responsibilities associated with these positions follows:

Director: A half-time director will be appointed by NEC who will have the general responsibility to administer, coordinate, supervise and evaluate the project. In addition, the director will have specific responsibility to recruit and select Interns, to work closely with the Instructional Supervisor and to coordinate the resources of the cooperating institutions.

Instructional Supervisor: A half-time Instructional Supervisor will have general responsibility for organizing the field experiences of the Interns and supervising the work of Team Leaders. He will coordinate the field experiences with the course work of the training components.

Instructional Personnel: The instructional personnel will have responsibility for coordinating the formal course work. A team approach will be utilized. Instructional personnel will be drawn from the cooperating schools as well as from the colleges and universities.

Team Leaders: Two team leaders will be selected who are experienced and highly qualified special education teachers. The team leaders will have primary responsibility for supervising the field experiences of the training components.

Cooperating Teachers: Cooperating teachers will work with Interns on a daily basis. The program will be structured to provide for each Intern to have contact with a number of different cooperating teachers.

Advisory Committee: To assist with the recruitment of outstanding people and to advise the director and staff of the project, an Advisory Committee will be formed which will include representatives of the Chicago Consortium of Colleges and Universities as well as local school administrators and teachers. Final responsibility for the selection of staff and program participants will rest with the Project Director.

Interns: The eligibility criteria specified in Section 3.1 of the State Plan (for B-2 of EPDA) will be applied to the selection of Interns for this program. In addition, the recruitment policies and procedures designated in Section 3.2 of the State Plan shall be observed.

Interns will be selected on the basis of information regarding their personal background, previous educational experience, interviews, their potential to meet certification requirements, and their acceptability to cooperating colleges and schools.

Stipends for participants will be set at $50 a week for the preservice instructional period of 16 weeks.

Dissemination: Dissemination of information to attract interns will begin as soon as the project is funded. Press releases and printed materials will be prepared and distributed to appropriate civic, community and school-related agencies, including PTA groups, women's organizations and community action agencies. Ads will be placed in local newspapers. In addition, and once the program is operational, a limited number of visitors can be accommodated.

Evaluation: Consultant help will be used to design and implement an effective evaluation program. Emphasis will be placed on formative evaluation procedures designed to assess the attainment of the project's objectives. Feedback will be used to provide a basis for modification of operational practices and procedures at the project level as well as at the individual participant level. Performance of student participants as well as that of the cooperating instructional and administrative personnel associated with the project will be evaluated.

A summary report evaluating the project will be compiled by the Project Director. This report will be made available to the Superintendent of Public Instruction for distribution to interested persons.

SPECIFIC OBJECTIVES FOR THE PROGRAM

In implementing the original proposal, it was necessary to refine the objectives. A model for the preparation of the special education teacher for the interrelated areas of learning and behavior disorders which included behaviorially defined and measurable instructional objectives was explicated. The objectives of this model provided the framework within which the instructional content was defined, and were designed to meet both the specific needs of the handicapped child and give direction to the training component of the teacher preparation program.

The preparation of a clinical teacher for exceptional children with learning and behavior problems requires the following broad area competencies:

1. The ability to diagnose children with varying exceptionalities. This includes skills necessary to assess individual differences within the school setting regarding maturation, social, academic and prevocational behaviors.

2. The ability to design and employ individualized instructional strategies. This includes skills in educational analysis, planning, curricula development and media utilization.

These broad area competencies were further broken down into more specific skills and knowledges. Objectives were drawn up in three areas of competencies needed for working in a classroom: diagnosis, remediation and social-emotional provisioning. A fourth area of objectives pertained to the growth of a teacher as a professional person. These were included as being of equal importance to the three areas of technical teacher competencies.

DIAGNOSIS

A. The teacher should understand the role of etiology. However, the basis of effective remedial teaching must still rely on the diagnosis and evaluation of behavioral symptoms.

B. The teacher should understand the neurological processes underlying perceptual-cognitive motor performances.

C. The teacher should be aware of the areas and/or dimensions of development in which the child is to be evaluated and be cognizant of informal methods of diagnosis, i.e., observation, teacher-made tests, and checklists, that will provide her with a profile of the abilities and disabilities of the student.

D. The teacher should know how to administer, interpret, and implement certain evaluative and diagnostic instruments:

(a)	Sensory-motor skills:	Kephart Scale, Winter-Haven Perceptual Training Exercises, Kraus-Weber Test, and others.
(b)	Visual processing abilities:	Marianne Frostig Developmental Test of Visual Perception, Visual Motor Sequential subtest of ITPA, observation of reading errors, careful observation of eye movements.
(c)	Auditory processing:	Wepman Test of Auditory Discrimination, Digit Span subtest of the WISC, Auditory-Vocal Sequential subtest of ITPA, word span and sentence span tests, tests of ability to follow verbal directions.

E. The teacher needs diagnostic and remedial skills aimed at improving the underlying basic abilities as well as the reading process per se. For example, training in auditory perception, training in language methods, training in visual perceptual materials, training in higher thought processes, training in sensory-motor skills.

REMEDIATION

A. The teacher must realize that optimum remediation depends on careful diagnostic exploration, since remediation must vary according to the disability. No single teaching method can be the correct approach for all children.

B. The teacher should be able to assemble an extensive repertoire of teaching methods, learning materials, techniques, skills, games, and other aids, and select those most appropriate to the situations that arise.

C. The teacher should know various remedial exercises and methods for meeting specific deficiencies and be able to sequence these exercises in developmental order.

D. Because of the infinite combinations of strengths and deficits brought into the learning environment by each child it is essential that the teacher attain a high degree of sophistication in individualized planning, diagnosis, and remediation. The goal of a professional preparation program is to insure that a teacher is capable of fulfilling his chief responsibility which is determining the nature of an individualized training program for the child.

E. The teacher should be able to:

(a) write an individual prescription which will determine the nature of a training program for the child based on an understanding of present symptomatology.

(b) evaluate its efficacy.

(c) modify it as the child's progress or lack of same dictates.

F. The teacher must be thoroughly trained to investigate the child's previous learning experiences to insure readiness for subsequent learning tasks

G. The teacher must realize that this child functions best in an atmosphere comprised of concrete experiences offered in more detailed steps. That these learning experiences occur in a structured environment is essential to their success.

H. A training program should enable the teacher of a learning disabled child to understand basic developmental sequences and be able to observe breakdowns in these sequences.

SOCIAL-EMOTIONAL

A. The teacher must be sensitive to the child's perception of his self and his relationship to his environment.

B. The teacher should develop the sensitivity to predict the behavior of the child sufficiently well at any given moment and relate in a way that aids the child's development of impulse control.

C. The teacher should have the knowledge and skills necessary for using psychodiagnosis, identification of behavior to be altered, systematic observations of that behavior, ordering these observations, formulation of an hypothesis, and ultimately experimentally manipulating conditions to test the hypothesis and to modify the behaviors.

D. The teacher should master the conceptual systems of developmental psychology, personality formulation, deviant behavior, and behavior modification.

E. The teacher must be aware of the concomitant emotional problems brought into the learning situation by this child. He must be aware of the importance of so structuring the classroom environment and so directing his relationship with the children and their inter-relationships that both emotional health and school achievement improve.

F. The teacher should be aware of the way in which a particular deficit can become a source of emotional difficulty and the steps needed to be taken in reducing negative effects.

G. To aid the child with emotional problems the teacher should:

(a) be able to analyze negative or resistant behavior in terms of the situation that provoked it.

(b) be aware of the need for sound parent-teacher relationships.

(c) understand parents and their needs.

(d) have the ability to help parents understand the child.

H. The teacher must understand that his relationship with the child must communicate attitudes, feelings, and content relevant to the emotional problem of the child. Teaching, building skills, enabling him to achieve more adaptive behavior and at times, simply co-existence in the classroom are predicated on the success of such communication.

PROFESSIONAL DEVELOPMENT

A. The teacher must view herself as a member of an inter-disciplinary team that serves as a mechanism to facilitate an exchange of information and works together to design and implement the most appropriate educational strategy for a particular child.

B. The teacher should be aware of the programs offered by private and state agencies which provide services for the learning disabled, emotionally disturbed, and socially maladjusted child.

STAFF

A professional staff comprised of a director and two team leaders, one full-time and one half-time, incorporated these objectives into a working model and executed the proposed plan.

The backgrounds of the staff varied. The director had experience as a regular classroom teacher, as a special education teacher and as an administrator of a special education program. One of the team leaders had her preparation and teaching experience predominantly in the areas of brain injury and learning disabilities. The other team leader had experience as an elementary teacher and principal. All three staff members held masters' degrees in their respective fields and graduate work beyond this. They had a sum total of twenty-three years of classroom experience.

During the first semester, the team leaders had the responsibility for conducting the seminar sessions and making routine observations of the interns' clinical experiences. The director taught one of the college courses as well as handling all administrative matters in executing the program. Since one of the team leaders was not involved in the program the second semester, the director assumed her portion of observing the interns in their assigned positions, along with planning the in-service portion of the program, preparing materials requested by the interns for distribution to them, as well as continuing as principle administrator. The team leader functioned mainly in the supervisory capacity along with the planning of the group discussion aspects of the in-service training.

There were twenty-six master teachers involved in this program. All were identified by their direct supervisors as being qualified to provide a rich clinical experience for the interns. Seventeen worked with children in a group setting, while nine were involved in individualized instruction in a resource room. Some master teachers were very diagnostically oriented and used a great deal of testing devices, while others relied on observation and findings from psychologists' reports. However, all used remedial methods in the learning and behavior problems of their students.

Five college instructors were involved in the program as well. Four were staff members (three full-time and one part-time) of Northeastern Illinois State College. The other instructor had been in special education and now was engaged in doctoral study.

INTERNS

The training program model, as set forth in the original proposal, was designed to accommodate twenty-four interns in the program. When the proposal was developed, there was a feeling that a substantial pool of qualified subjects existed in the community, but the number who would be interested was not known. Upon appointment, the Director of the project faced two problems immediately, recruitment of interns and developing a screening and selection procedure.

RECRUITMENT OF INTERNS

Recruitment of the interns began with the circulation of announcements concerning the Teacher Training Program. These announcement bulletins provided an explanation of the program, the qualifications needed and the procedure for making application. This announcement was sent to directors of special education programs, college program directors, placement bureau directors, PTA presidents, the American Association of University Women, the League of Women Voters, and to those on substitute teacher lists of the districts within the Northwest Educational Cooperative. In addition, local radio stations and news media were contacted. An advertisement was placed in the local newspapers announcing the recruitment procedures, and Northwest Educational Cooperative Governing Board members were asked to bring this announcement to the attention of their Boards of Education.

Publicity on the program brought a high volume of response. There were over one hundred thirty-five inquiries which eventuated into applications for admission to the program. Of the twenty-four interns who were finally accepted, they had become aware of the program in the following manner: nine received letters directly since their names were on substitute lists in the various districts or they were registered in the volunteer bureau for tutoring; four were referred to the program by local school administrators; nine saw the program's advertised article in the local newspapers; one was told about the program by the college she was attending; and one learned about the program from a member of a board of education.

SELECTION OF INTERNS

One of the best guarantees of the quality of any training program is the effective selection of participants. These interns were asked to provide information regarding their personal backgrounds, previous educational experiences, work experiences, personal interviews, and references. The following list of criteria was developed to guide the choice of applicants:

1. Candidates must possess a baccalaureate degree.
2. Only persons employed in a field other than teaching or currently unemployed can be considered for the training program.
3. Persons selected must have sufficient prior training so that they can, through this training program, become qualified or requalified to teach in elementary and/or secondary schools.
4. Persons who successfully completed the short term intensive training program and who are employed in local elementary and secondary schools must agree to completing the subsequent in-service training provided in the second portion of the program.
5. No person can be selected for the training under this program if he/she has been employed as a full-time teacher within the public schools of the State of Illinois within the one year period preceding this training program.

The persons who met the above requirements then completed an application (Appendix B) which was filed with accompanying official college transcripts.

As the completed applications, transcripts, and credentials were processed, a list was sent to various school administrators in the area giving them the opportunity to communicate recommendations and the acceptability of applicants as potential employees of the schools. After this initial screening, the director and team leader reviewed the information on each candidate. There were one hundred twenty applicants who survived the initial screening and submitted the necessary materials by the deadline date of August 15, 1970. There were ten males and one hundred ten females applying for candidacy. However, inquiries about the program continued until the first of October.

Technical "know-how" in special education which would be provided by this program is no better than the foundation on which it was built. New educational tasks with exceptional children require that the teacher be knowledgeable in many areas; a knowledgeable teacher is likely to be a more resourceful teacher. Furthermore, many new and diversified teaching opportunities demand some depth in courses such as linguistics, modern languages, and biology -- courses normally found in a liberal arts curriculum. In reviewing the college work of the candidate, this was kept in mind. In order to encourage a diversity of preparation in the candidates, applicants without any teaching experience were encouraged to apply.

The second step in the screening process consisted of a study of the information on the application and scrutiny of the candidates' transcripts. While reviewing the transcripts, attention was given to each candidate's eligibility for a special education and regular teaching certificate upon the completion of this program. Grade point average, teaching experience, comments, if any, from superintendents and other references were evaluated. Lastly, candidates' responses to the essay questions on the application -- "Why do you want to take part in this program?" and "What experiences have you had which are pertinent to this type of training?" were weighed. The applications were ranked relatively by the staff on the basis of a judgment made on the above data. From this screening, eighty candidates were invited for interviews. Interviews began August 21st and lasted until the 27th.

During the interview, the program specifics that had been developed thus far were discussed. Special attention was given to stress the time demands of the program, i.e., clinical experiences in the morning and college courses and seminars in the afternoon, making a full eight to four day, in addition to a Saturday morning class. Since this was a very tight and full schedule, it would mean that the interns would have to adapt their personal schedules accordingly. It was also important to learn from the applicants what they felt their spouses'and families' feelings regarding the program's time commitments might be. Again, due to the strenuous scheduling, health conditions were another important consideration.

Since there would be much traveling -- to their schools, to college classes, and to field trips, a car was a necessity as the program could not guarantee, at this time, where interns would be placed and how many would be located at the same school. The interview also concerned itself with the interns' maturity, their interest in participating in the program, their concept of the type of children they thought they would be teaching in this program, previous teaching experiences or other experiences with children, and their plans after completing the program. All interns were queried on what they saw themselves doing in five years, their experiences, if any, with special children, and an estimate of their ability to successfully complete the program.

At the end of the interview period, time was allowed for the applicants' questions and remarks. At this time, a deadline was given as to when their notification of acceptance could be expected.

The staff was also interested in those characteristics primarily evidenced in the classroom, i.e., success in group instruction, ability to work in small groups or on a one-to-one basis with children, experimental point of view and willingness to try new methods, acceptance of slow progress in children, ability to establish warm relationships between self and children, and maintenance of good relationships with other staff members or peers. For data on these characteristics, opinions were sought from school administrators, college instructors, and other supervisory personnel who were familiar with candidates' performance.

Since the program was concerned with qualities and skills which do not automatically accrue as a result of fulfilling the demands of a program, the selection process was given high priority. Emphasis was placed on a comprehensive appraisal of each individual's intellectual abilities, creativity, academic achievement, mental and physical health, and other personal factors related to success in educating handicapped children.

The candidates were selected on the basis of generally accepted criteria. These criteria evolved from a number of studies that investigated the personal traits believed to be necessary for teachers of exceptional children. A checklist of personal traits identified from two studies conducted by the U. S. Department of Health, Education, and Welfare (Teachers of Children Who Are Socially and Emotionally Maladjusted, U. S. Office of Education, Bulletin No. 11, 1957) and by William Cruickshank (The Preparation of Teachers of Brain-Injured Children, Syracuse, New York: Syracuse University Press, 1968) on the qualifications and preparation of special education teachers were used. Among these traits which the staff thought essential were extra patience, mental alertness, flexibility, resourcefulness, enthusiasm, emotional stability, personal warmth, friendliness, understanding, sympathy, together with objectivity and sensitivity. Collecting data to assess the candidates' along these dimensions was a focal aim of the screening process. The final admission to the program was individualized in terms of assessing candidate's specific strengths and weaknesses as they related to educational tasks associated with the demands of this certain area of exceptionality.

All applicants were notified by letter and those successful candidates were contacted by phone on August 31st. Due to the compact schedule, only a week's time separated the notification of acceptance and the beginning of the program. All interns who were selected in the screening process accepted appointment to the program. As one bit of evidence of the success of the careful screening, all twenty-four initially selected finished the program.

DESCRIPTION OF INTERNS

Twenty-four interns were selected to participate in the program. Table I presents a description of the interns. The interns ranged in age from twenty-three to forty-five at the time they entered the program, with a mean C.A. of 36 years, three months and a median of forty-one years and four months. The group was composed of twenty-two females and two males. The mean family size of the group was 3.3 children, with a median of two children per family. Prior teaching experience ranged from one to ten years, with a mean of 3.25 years and a median of three years. Three had taught at the secondary level from three to four years, with a mean of 3.3 years. Sixteen had taught or substitute taught at the elementary school level one to ten years, with a mean of 3.25 years. Four of the interns held bachelor's degrees in education, thirteen held bachelor of arts degrees, and seven held bachelor of science degrees. Six of the twenty-four interns had earned an average of nine credit hours beyond their bachelor's degrees.

TABLE I

DESCRIPTIVE DATA ON INTERNS

Age	20-25	25-30	30-35	35-40	40-45
	3		6	4	11

Sex	F - 22	M - 2

Children	0	1	2	3	4	5	6
	3		7	4	6	3	1

Degree	BA	BA+5 hours	BA+7 hours	BA+20 hours	BA+30 hours	BS	BS+7	BEd.
	9	2	1	1	1	5	1	4

Major	Art	Bus. Ed.	Elem. Ed.	Home Ec.	Psych.	Relig. Ed.	Science	Speech	Social Science
	1	2	8	1	4	1	2	2	3

Grade Level of Teaching Experience:

Regular:	K	1	2	3	4	5	6	7	8	Jr. H.S.	H.S.	1-8
	2	3	3	2	2	3				1	3	1

Years of Teaching Experience:	0	1	2	3	4	5	6	7	8	9	10
Regular	5	4	6	5	1	2	0	0	1	0	0
Substitute		3		2			1		1		1

Teaching Certificate:		
	Yes - Regular Elementary	11
	Yes - Provisional Elementary	10
	Yes - Regular High School	3

Other Experiences with Children besides Classroom Teaching:

Head Start	Swimming Instructor	Tutoring	Church Work	Paraprofessional Spanish Speaking Program	Park Dist. Work	Scout Work
1	2	1	5	1	2	6

Experiences with Exceptional Children:	Child of their own	Tutoring	Relatives
	4	3	1

Worked in Institution for Mentally Retarded	Remedial Reading Prog.	Taught Special Child in Sch.	Church Educ.	Subbed in Spc.class	Camp Exp.
1	1	2	1	4	1

COOPERATING AGENCIES

The Teacher Training Program was sponsored by the Northwest Educational Cooperative (NEC) in cooperation with the Chicago Consortium of Colleges and Universities. The NEC is a newly established consortium of ten public school districts serving the townships of Elk Grove, Palatine, Schaumburg and Wheeling in the Chicago suburban area. These school districts have organized to provide innovative programs in a variety of educational endeavors. The clinical experiences for the interns in the NEC Teacher Training Program were provided in the classrooms of the cooperating districts. All but four of the interns were employed in these districts at the close of the program. The Chicago Consortium of Colleges and Universities is composed of six institutions of higher education: Chicago State College, Loyola University, Concordia College, DePaul University, Northeastern Illinois State College, and Roosevelt University.

ADVISORY COUNCIL

An Advisory Council composed of representatives from the Chicago Consortium and the cooperating public school districts was formed. A listing of the Advisory Council members follows.

Dr. John Beck, Director - Chicago Consortium of Colleges and Universities

Dr. Robert Boos, Director of Administration and Planning, School District #25

Mr. John Gatto, Principal, School District #57

Dr. Wm. Itkin, Chairman, Special Education Department, Northeastern Illinois State College

Dr. Gloria Kinney, Executive Director, Northwest Educational Cooperative

Dr. Victor Krause, Professor, Concordia College

Dr. Jeanne McCarthy, Head Psychologist, School District #54

Mrs. Jewell Nearing, Assistant Professor, Roosevelt University

Mr. John Wightman, Director, Northwest Suburban Special Education Organization

These members had diversified backgrounds and experiences -- college educators involved in teacher training, college educators with backgrounds in special education and/or psychology, college administrators, public school administrators, public school special educators, and public school and college personnel having prior experience with EPDA teacher training programs. All the members of the Advisory Council brought a wealth of knowledge from their present and past experiences to the meetings, thereby presenting various viewpoints to give guidance in formulating a decision for a plan of action covering a certain phase of the program. In this manner, an issue could be seen from a multidisciplinary approach.

The Council met approximately once a month during the first five months of the program's existence. Periodic meetings were held when necessary during the last phase of the program. An ongoing report was given by the Director at each meeting on the program's progress. Individual members of the Advisory Council were called upon when their special expertise was needed in the training program.

Through the Council, the public schools and colleges made a cooperative effort to formulate a distinctive program for teacher training, in-service teacher education, and teacher placement.

CHAPTER II

TRAINING PROGRAM - FIRST SEMESTER

New tasks and new professional roles are demanded of regular classroom teachers and special educators who are going to deal with the learning disabled child. It is evident that the teacher bears major responsibility in many of these programs recommended for the exceptional child through constantly interacting individually and in groups. The teacher is in a prime position for observing, recording, and diagnosing behavior, for stimulating the growth of the child in numerous academic and non-academic circumstances, for communicating with parents and other staff members. Obviously, many of the desirable characteristics of teachers that will be needed to make this role successful are of a personal nature, and consequently existed before they encountered the requirements of the formal training program. These characteristics were considered in the selection procedure. Training, however,nurtures, professionalizes, defines, and tests desirable traits and skills; acceptance and understanding become associated with the problems of accepting and understanding exceptional children.

The training program had to provide knowledge of the prospective students that the intern would be dealing with; the tasks he would be required to do; the tangible problems the school system has; and the theoretical frames of reference available to help make determinations related to all these things. The training program had to provide situations where the tasks and their component skills are explored and where these skills could be developed and practiced in psychologically safe environments. Equally important was feedback on the progress in developing skills and the need for new skills to be brought into the training process where and when needed.

In this program, a variety of learning experiences would be available and organized to fulfill the basic educational, attitudinal, and skill requirements necessary in teaching children with learning problems.

ORIENTATION

Since changes and additions had been made in the program since the staff last saw the selected interns during their interviews, it was felt that a week of orientation would be the most appropriate way to begin the program.

September 9th through the 18th involved orientation to the program. (Appendix A) The goals of the orientation were to establish an overview of the design of the program: college classes, clinical experiences, seminars, and

1) to help the interns become acquainted with each other.
2) to begin to develop a free, non-threatening, supportive working atmosphere.
3) to assess the interns' perceptions of the role and characteristics of a teacher of children with learning and/or behavioral disorders.
4) to permit the interns to assess their own needs and the total group needs concerning the program, in general, and their roles as special educators, in specific.
5) to identify resources of each member of this group.

Group procedures were used to acquaint interns with each other:

> Look around you. Choose someone you haven't talked with yet that you would like to get to know. Sit with him or her. (Spread out in pairs throughout the room.)
>
> Tell the person something that has happened to you within the last twenty-four hours that you feel good about or that has had an impact on you emotionally.
>
> Tell something about yourself to the other person that would help him or her to know you better.
>
> (Two groups combine.) Find another pair and relate to this group what you have learned about each other so they will know you better.
>
> Allow interns to give their ideas about a special educator (personal traits, knowledge, etc.)
>
> (Same groups of four with newsprint and magicmarker) Brainstorm -- "What special resources, personal characteristics, cognitive knowledge, or bag of tricks do you foresee needed by a teacher of learning disabled children?"

Assess interns' feelings at this time about his role as a special educator and as a participant in this program.

(Change groups) Relate to the others what you have discussed in your previous group. "What particular problems do you foresee for yourself, professionally and personally, in becoming the person you described in the previous group?"

(Change groups - groups of three; one interviewer, one interviewee and one recorder) Relate to the others what you have discussed in your previous group of three.

In view of what you have discussed in previous groups, "What particular goals do you set for yourself during this semester both on the content and process levels?" (Record on newsprint with name and post on walls)

Assess individual resources within the total group.

(Back to large group) Reactions or verbal feedback.

(Give each participant three 3x5 index cards)
Individuals then list their own assessment of their strengths in various areas. "What kind of experiences have people had that would give them some background for this type of teaching?"

Group listing of possible resources within the group.

(Newsprint sheets posted) Individuals place their name and appropriate categories where they have particular experience or knowledge.

Other activities involved in the Orientation were a current report on the program; a description of the sequence of activities; a presentation by a local psychologist pertaining to the meaning of psychological services and a psychological report; and the viewing of a film as a means of introducing the interns to the characteristics of the children they would come in contact with during their clinical experience. The interns also received at this orientation: an overview of some of the materials they would find in the classrooms of their clinical experiences, a visit to the Instructional Materials Center of Region I where a description of the services offered by the center was presented, a film on disruptive behavior in children with neurological problems, an overview of the services and organization of the special education joint agreement in which the interns would work, and an opportunity for the staff members to meet with the selected master teachers and interns individually to prepare for the clinical experience which would begin the following Monday.

After the interns had experienced orientation, a feedback questionnaire was given them to obtain their reactions about the program at that particular point. The interns' responses are carried in Appendix A.

The responses to the feedback questionnaire showed the staff that all twenty-four interns were enthusiastic to begin their training, even though the scheduling would be rigorous. The responses gave evidence that a flexible schedule for the program was necessary, and the program's approach should consider the varied backgrounds and maturity levels of the group. Already the interns had developed some group cohesion. There was also some data that indicated that there would be times during the program where the interns would be looking to the staff for support and guidance.

Knowing these feelings, the staff made an effort to establish the program in the most flexible manner possible and provided for fastening group identity. Even though this was an exceptionally mature and experienced group, there was a need to provide avenues for counseling. These became increasing important services to the interns as the program activities intensified.

The training program had the interns assuming a different level of responsibilities in the first and second semester.

CLINICAL EXPERIENCE

During the first semester of the training program (September 9, 1970 through January 15, 1971) the interns were assigned to work with master teachers in special education classes of various area schools.

The clinical experience situation (practice teaching) was deemed essential for all interns regardless of the fact that many had a number of years of successful teaching experience with "normal" children. The staff was persuaded that any teacher of "normal" children who has moved into special education is quick to attest to the fact that though the two teaching experiences have certain commonalities, they are, in certain aspects, extraordinarily different. For all interns, this was a new field.

The duration of the clinical experience was eighteen weeks, five days a week for a full half-day each day. This was felt to be of sufficient length for the intern to observe certain growth changes and evaluate the impact on the children of his teaching activities and approach.

If we expect to capitalize on the often expressed "desirable specific traits" of teacher candidates, e.g., humor, patience, enthusiasn, creativity, educational diagnosis and remediation, etc., we must provide an environment for the expression of the intern's creative energies. Internships (clinical experiences) are among the most important aspects of professional preparation in that it is through these means that supervised contact and experience with specific educational problems within a context is possible. The clinical experiences provided a means through which abstract theoretical concepts were applied in practical concrete situations.

These clinical experiences were designed to supplement teaching skills already present, rather than develop them from the beginning, except for those with no previous teaching experience. A parallel purpose of the clinical experience was to provide a meaningful experiential base for theory courses, methods, and other contacts with children.

Only through experience can a student become proficient in relating theory, methods, and teaching materials. Clinical experiences provided the interns with opportunities for applying observational and measurement techniques to children in special and regular classes, administering batteries of standardized diagnostic tests, constructing remedial programs based on the educational assessment, and implementing the remedial program under supervision.

Step by step programming and sequencing of lessons was another important aspect of the training during these clinical experiences. The interns were given the opportunity to analyze each task that was presented to a child, to understand what the child must do to accomplish the task successfully, and to modify subsequent tasks in light of the child's successes or failures. This content analysis and process analysis was taught both formally in the specific course, "Methods and Materials for Children with Learning and Behavioral Disorders", and informally during the supervised clinical experience, emphasized in this training program.

This sequential programming for the special child is predicated on certain general education competencies integral to subject matter, methods, materials, curriculum study, and general experience in the classroom setting. For this reason, the interns in the program without an education background found it more difficult to learn these special competencies since they were lacking the base of operation from which to work. They had to master both general and special education principles, simultaneously. These five people did find it difficult to teach "special problems" when they didn't know how a regular classroom was managed and what curriculum requirements and regular methods consisted of. The master teachers as well as the teacher training staff gave additional instruction by individual tutoring sessions, by directing them to resource materials in particular areas, and by arranging special observations in elementary classrooms.

This teacher training program recognized that diagnosis of the learning disabled child involved an interdisciplinary approach. For this reason, the program attempted to give the students as many contacts as possible with individuals in related disciplines. Practical experience in interdisciplinary staffings helped the intern understand the value of the diagnostic team, the ways in which it functions, and his contribution to the team. The interns were also encouraged to participate in diagnostic sessions, observations of the child in other settings, faculty meetings, and parent-teacher conferences.

Another important aspect of the special teacher's role was emphasized in the training program during this clinical experience, that of consulting with the other members of the school staff. Conferences with other staff members and observations of the children when they were under the direction of these other staff members was provided for during this period.

These eighteen week first semester clinical experiences took place during the morning hours. Intern assignments varied widely. They included placements at all grade levels from primary through high school. The interns worked with children identified as having learning disabilities, being emotionally disturbed, or socially maladjusted. The placements included the itinerant teacher programs in which the remedial teacher worked with an individual student or with small groups of two or three children in several different schools within a given school district. Also included were resource rooms where the children were assigned for a half hour or more of remediation per day. The resource teacher worked with the same number of students as in the itinerant plan. Some interns were in special self contained classrooms for children who presented severe learning disorders and could not be accommodated in the regular classrooms. The number of children in these self contained classes ranged from eight to twelve. A list of specific special education areas and assignments follows.

TABLE II

2 - learning disabilities
high school, resource room
9 - learning disabilities
elementary, resource room
1 - learning disabilities
junior high school, resource rm.
1 - learning disabilities
primary, self contained
2 - learning disabilities
elementary, itinerant

3 - emotionally disturbed
elementary, self contained
3 - developmental first grade
self contained
1 - developmental second grade
self contained
1 - diagnostic class, primary
self contained
1 - socially maladjusted, primary
self contained

(see Appendix A for the list of specific schools)

In these experiences, the interns had extensive contact with children in special education classes and in general education programs. In effect, the on-going school program supplied the training laboratory for the interns.

MASTER TEACHERS

The master teachers with whom these interns worked were selected by the administrator who supervised the special education program for the particular school district. The staff personally met with each of these administrators to describe to them the specifics of the NEC Teacher Training Program. Information was supplied on the kind of professional preparation which the interns would bring to the experience, the personalities and interests of the interns, and the philosophy of the training program. With this information and the knowledge of his own school system and staff, a suggested list of master teachers was drawn up. The final selection was based upon the availability of the master teacher to devote time to the program and his willingness to work with the intern involved in this type of a training program. Geographic location of the school, age, grade level interest of the intern, and the intern's past experiences were taken into consideration in matching intern with the master teacher. Lack of time did limit this "matching" process.

One problem in the age difference between interns and master teachers arose. There were only three interns in the twenty to twenty-five age category of about half of the master teachers. For some of the interns who were older than thirty and had several years of teaching experience, it was difficult to adjust to a "practice teaching situation," especially when under the supervision of a much younger person. This did not seem to have the same effect with the staff of the program, even though the director and one of the team leaders were of this twenty-thirty age group. The evaluators found the interns accepted the direction and supervision from these staff members more readily than from the master teachers.

The staff members arranged to meet with the intern and master teacher in an introductory conference during orientation week. At this time the general plan of the program was given and the roles of the master teacher, intern, and teacher training staff during the clinical experiences were discussed. The master teachers also related a description of their program and the provision that they would make for accommodating the intern into the teaching picture.

The clinical experience began with an initial week of observation by the intern of the master teacher's classroom procedure, written plans, and classroom activities for the children. Cumulative folders and psychological reports were used by the interns to familiarize themselves with the children. The next phase was to begin the intern working individually with certain children or in small groups. It was felt that the clinical experience should provide some experience in teaching on a one-to-one basis, even if the intern was later assigned to a self-contained class rather than a resource or itinerant room. In teaching individually, the teacher becomes skilled in defining the specific aim, in developing a logical sequence of activities, and in adapting instruction. Furthermore, the instant evaluation inherent in individual instruction permits a degree of refinement not to be found in teaching groups of children. It was felt that experience gained in teaching one child individually would enhance their skill in working with groups of children by promoting greater awareness of individual differences, a finer understanding of the learning as well as teaching process, a better understanding of and the ability to deal with such problems as lack of motivation, poor work habits, districtibility, etc.

The decision as to how many of the master teachers' activities for the day should be taken over by the intern and on what time schedule was handled in an individual manner. This was negotiated by the master teacher and intern with the realization that the assumption of responsibility was dependent on the relationship between the master teacher and intern, the confidence level of both, the educational setting, the characteristics of the learners, the experiential background and progress of the intern. It was suggested, however, that during the last two weeks of the clinical experience, the interns would have full responsibility for the entire class or group of individual students he was handling in order to estimate competency to undertake a regular assignment. In this manner, the master teachers and Northwest Educational Cooperative staff worked to individualize all clinical experiences.

Approximately three weeks after the beginning of the initiation of the clinical experience training period, a meeting was held by the Northwest Educational Cooperative staff and the master teachers. In order to encourage attendance and make it less burdensome in scheduling for the master teachers, an arrangement was made through the administration of the various school districts to permit these teachers to attend this meeting during the afternoon. If substitutes were needed to replace the teachers, the training program reimbursed the districts for hiring the substitutes for the released afternoon. All of the master teachers participated in the meeting.

The meeting was a get acquainted affair, where many of the master teachers exchanged information concerning the particular teaching situation they were working in at this time. This discussion provided the group information on the variety and uniqueness of many special education programs that were servicing exceptional children in the Northwest Educational Cooperative consortium area. A feedback questionnaire (Appendix B) was given to the teachers before the formal meeting began. The questions asked were: (1) "What do you feel are the greatest strengths of this program?" (2) "What do you feel are the biggest problems with this program?" (3) "Are there any ways in which the staff of the program can be of greater service to you?"

The master teachers felt the major strength of the program was that the interns were taking their college work and internship simultaneously and that they were having the experience of visiting various agencies through the field trip portion of the program. One of the major weaknesses was that of timing, since the interns had to return to college work in the afternoon, there was little time for long discussions of their work. Some of the master teachers who had interns with no previous teaching experience felt that it was an unsurmountable task to train them in general education programming and in special training. A few of the master teachers also questioned the element of time in the internship training. They said it took them several years to get the course work that the interns were taking in one semester. From this feedback data, the Northwest Educational Cooperative staff developed some new procedures which would assist the master teachers.

After the feedback sheets were completed, the director gave an overall picture of the program as its development was seen at that particular moment. Descriptions of the courses the interns were involved in were made available to those who desired such information along with a listing of the field trips in which the interns would be participating. An invitation was issued by the director at this time to all the master teachers to attend these field trips as well as the guest lecture sessions which were to be held during the second semester.

Presentation of the developed guidelines for the master teachers followed. It was stressed that these guidelines were just that, not rules that had to be followed in every situation. It was also stressed that not every suggestion could be applied to every clinical experience due to their differing natures. The guidelines were there for suggestions and could be amended in various ways for particular situations. If the particular guideline was not feasible for a particular setting, master teachers were urged to modify it in order to fit individual needs as well as to benefit the children and class routine. The guidelines that were developed and presented to master teachers are included in Appendix A. Each master teacher received a duplicated copy which he could maintain for future reference.

These guidelines were prepared with the objectives of the program in mind. A seminar was spent reviewing these guidelines with the interns. The guidelines were discussed and the master teachers felt that they now had some structure within which to work. After the discussion of the guidelines, the master teachers agreed to arrange conferences with the interns since they too were familiar with them to discuss how these guidelines were to be implemented in each individual situation.

Without changing the aims of the program, the staff was able to meet the most urgent requests of the master teachers. Conference scheduling was made easier. On days that the interns had seminars, the beginning time could be flexible so that the interns could remain with the master teachers at the noon hour and come to seminar a half hour to forty five minutes late. This appeared to be a workable solution to the question of "not enough time for conferences".

Under the supervision of the master teachers the interns learned to write educational plans (prescriptions) for a child which determined the nature of a training program offered him. The interns evaluated the effectiveness of this plan and modified it as the child's performance dictated. They learned to practice techniques for working with children on a one-to-one basis, in a small group and in a classroom setting. The interns became familiar with a variety of commercial as well as teacher-made materials for special education students. Observation and evaluation of the child's performance in special situations such as gym, his regular classroom, art and music classes, at recess, etc. was also emphasized in the training program. The interns participated in school functions, staffings, and parent-teacher conferences. They observed the administration of tests and eventually administered, scored and interpreted certain evaluative and diagnostic instruments under supervision. The interns also had the experience of conferring with other staff members concerning a particular child and had the opportunity to become familiar with previous records, cumulative folders, and psychological reports which gave additional information on the child.

The master teachers were recognized for their effort in this program by inviting them to dinner, by paying their registration fee to the March Association for Children with Learning Disabilities convention held in Chicago, by granting them the use of the Teacher Training Program's professional library, and by inviting them to the in-service meetings of the second semester which would feature guest speakers.

STAFF SUPERVISION

The team leaders made periodic visitations to the interns in their clinical settings. The staff worked closely with the cooperating master teachers to guide and coordinate the clinical and theoretical components of the program. A record of these visitations was kept.

Careful observation of the student enabled the two team leaders to better understand the intern's abilities. Their role was to identify problems, reinforce good teaching practices, to make suggestions with respect to such activities as test selection, administration, scoring, and the development of hypotheses. They also consulted on placement, helped with planning and evaluating lessons, gave suggestions for behavioral management, suggested teaching strategies, and assisted with the development and use of materials. Observations at the beginning of the clinical experience concentrated upon the intern's ability to relate to the new situation as well as how well the intern had adapted to the routine and responsibilities of the particular classroom setting. In addition, knowledge was obtained concerning the intern's ability to take direction and accept positive suggestions from the master teacher.

The clinical experience was designed to test the intern's maturity and confirm beyond a reasonable doubt that he had the resourcefulness to cope with a teaching situation. In this sense, the staff supervision was not to protect as much as to support. It was not relieving the intern of responsibilities, although it might have backstopped him if he ran into difficult problems. It was not helping him to get a grade. It was preparing him for entrance into the profession as a competent teacher.

The interns at the onset of the clinical experience worked with individual children and/or small groups. Observations by the staff, included an assessment of how well-organized and structured the intern was in his presentation, how much pre-planning was involved, the rapport established with the child(ren), as well as the degree of expertise that was demonstrated in the specific area being remediated. An attempt was made at this time to assess how well the intern was able to implement some of the diagnostic skills in which he was being trained. However, in the initial stages, the interns were usually following an educational plan previously established by the master teacher. In the later stages, the development of the educational plan was assigned to the intern, the progress of which was discussed, evaluated, and modified through the team effort of the intern and master teacher. Another major task of the supervisory team was to help the intern learn to observe his own teaching and to become self-critical. It was felt that if this was learned, he would then generate within himself the ability for continuous improvement.

As the clinical experience progressed, observations increasingly focused upon specific skills: ability to diagnose specific problem areas and use prescriptive teaching techniques. The organization, planning, and structuring of learning experiences for larger number's of children, the ability to select or create materials, the selection of instructional techniques appropriate to the needs of specific children were foci of observations. Interns were further observed for demonstration of appropriate techniques for classroom management, intern's rapport with the master teacher, other staff members, and most critically, with the children. The intern's increasing ability to enlarge upon and expand concepts to involve higher level thought processes, and the intern's knowledge and ability to implement positive reinforcing experiences entered into later observations. Recorded observations of each visit were kept in anecdotal form. (See Appendix B)

Through the supervisory function of this Teacher Training Program it was hoped that the specific needs of the interns would be served. The intern received assistance in becoming oriented to the teacher learning setting, in understanding pupils, and in becoming accepted by them. The supervision was directed toward the goal of having the intern regard supervision as helping him observe with more experienced eyes; to identify his own potential; to provide support and encouragement; to find needed resources; and to begin to promote the skills of self-evaluation.

COLLEGE CLASSES

The interns were also involved in college content classes, seminars and individual conferences during the afternoons and Saturdays. The courses that the interns participated in simultaneously with their clinical experiences were: Measurement and Evaluation, Psychology of Exceptional Children, Characteristics of Children with Behavioral and Learning Disorders, Diagnosis and Remediation of Learning Disabilities, and Methods and Materials for Children with Behavioral and Learning Disorders. This training component was planned so that the interns would be able to meet the requirements for certification as a teacher of learning disabilities and the socially maladjusted in the State of Illinois.

In obtaining teachers for the classes, names of college instructors were given to the director by members of the Advisory Council. The suggested instructors were contacted and schedules were made. Where specific instructors were not available, they often suggested other qualified persons with whom they had worked who might possibly be available. Conflicts came because most of the colleges had already established their calendars and many instructors had calendar commitments that conflicted with the schedule of the teacher training program. Some of the suggested instructors could not be reached since they were on vacation and would not return in time. Several colleges in the area also had a stipulation stating they could not work under contract to another institution. This rule excluded several candidates.

The philosophy of this program followed the idea that the diagnostic-remedial process was a single entity. The college courses were designed with this objective in mind. It was felt that all courses should include, to some degree, concurrent instruction in diagnostic and remedial techniques. This approach was felt to have the advantage of emphasizing the relationships between diagnosis and subsequent remedial programs. Another advantage of this approach was that the clinical experiences could be focused on both the diagnostic and remedial techniques.

One topic that should be a major characteristic of training programs in this area is educational assessment or diagnosis. This area was covered in the courses Diagnosis and Remediation of Learning Disabilities, Tests and Measurements, and Methods and Materials for Children with Learning and Behavior Disorders. These classes contained common elements. The instructors met to discuss how each was going to handle the area in their particular class so the process would not overlap, but instead be seen in a multi-disciplinary view. Among these common elements were compilation of a case history, notating incidents of behavior, and clinical examination. The clinical examination included determination of the child's capacity or potentiality, descrepancy between this capacity and the child's achievement, and identification of specific assets and deficits. This information was then used to develop hypotheses about correlated factors and to recommend appropriate remedial procedures. The approach used in this program to teach diagnostic procedures in one or more courses and to include training in remedial techniques in a sequence of courses had an advantage since by doing this, the clinical experience could be highly focused on diagnostic and remedial techniques.

The sequence of college classes offered the study of the relationship between educational assessment and remediation, remedial theories and techniques and their applicability to different kinds of learning disorders. The content of these college classes studied the combined learning and behavior problems of the child together to see how each is interwoven and affects the child in a related manner. Traditonally, in some programs these components have been treated separately in two different classes, as if the two never interacted. Course outlines and class descriptions are included in the appendix. (Appendix A)

The college instructors not only adhered to the class description of the content of the college course, but expanded their course work to help meet the problems that the interns encountered in their clinical experiences. The course work derived sizeable portions of its content from clinically generated experiences of the practicing intern. Integration of practical teaching experiences and the theoretical materials was heavily emphasized in this training program. The reversal of the traditional practice of exposing the prospective teacher to a wide variety of experimental literature and educational theory prior to clinical experiences was one major design change in the program for training teachers. The interns were exposed to a variety of children with learning problems while investigating educational theory. It was thought that an intensive experience in the setting of where children were learning should be a motivating force for theoretical learning.

This philosophy carried over to the second semester of the training program, as well. After being assigned to their own classes of children, the interns sought out relevant materials from the Teacher Training Program library or suggestions from the staff to aid them in educating their students. This dynamic confrontation with specific children did produce an incentive to seek answers for children's problems. Integration of practicum with the methods and diagnostic courses allowed the intern to begin his participation in the assessment and remedial process as soon as he had achieved minimum competency in a given process or procedure. Through this approach, it was possible to achieve a balance of theory, clinical practice, and classroom teaching experience without violating major traditional dimensions of accumulated professional knowledge.

An effort to coordinate all aspects of the first semester was accomplished through a series of meetings designed to aid interaction and feedback between the staff, college instructors, master teachers, and administrative representatives of the various cooperating school districts.

SEMINARS

The seminars involved the "give and take" discussion between the interns and staff pertaining to problems and questions that arose during their clinical experiences, college classes, and field trips. Seminars were also used by the interns and staff to plan together for future phases of the program, such as critical incident reports and evaluation forms. The team leaders had the major responsibility for planning these seminar sessions. The main idea behind the concept of seminars in this program was to allow the interns to evolve their training program as a group through establishing a continuing group identity (seminars were carried on during the second semester, also), sharing and participating in common clinical experiences, and utilizing the resources of the group to learn from one another. The staff endeavored to encourage the individuals of the seminar as well as the total group to find solutions to problems posed.

Besides this group interaction process, three of the seminars did have specific events about which they centered.

Critical Incident Technique Seminar

A continuing emphasis in this teacher training program was the assessment of performance through structured observation. For beginning teachers in special education, observation of children is a critical point which must be stressed.

Through structured observation, the intern can better diagnose and critically view incidents related to the learning or behavior of the child. The incidents observed give form and direction to the educational plan for an individual, small group, or class. With more precise accurate observations, more specific and diagnostically oriented techniques of intervention can be employed. Observation of specific behaviors in real life situations can aid in determining individual performance strengths and deficits in children's academic and social functioning and provide a basis for the manipulation of environmental variables which influence learning. Since the skills of observation were crucial, special instruction was given on techniques of observation in the seminar. One approach taught was the critical incident technique which the interns incorporated in their logs.

An SRA film on a "crisis" problem was shown to the group, after which the interns were asked to complete the critical incident form. The steps involved in the critical incident technique are:

problem identification
identification of forces and factors affecting the problem environment
selection of desirable goals
location of pertinent information leading toward successful goal accomplishment
determination of available courses of action in achieving goals
selection and implementation of the most desirable alternatives
results or evaluation of the actions

Group discussion followed the film synthesizing various views on solutions to the problem. A printed form (Apendix B) was given the interns depicting the areas needing attention when recording the factors surrounding the event. The same written format was used by the interns throughout the first semester to record incidents which occurred during their clinical experiences.

Observations recorded in intern's logs could cover all behavior occurring during a specified period of time, or they could be limited to a certain type of behavior predominant in a particular child, for example changing hyperactive behavior. Observations could be noted for instances of the orientation of the behavior of a particular child and for specific incidents characteristic of productive or unproductive learning experiences.

The critical incident technique focuses on the relationship between the child's behavior and environmental events. First, the child is observed, then the problem behavior and the setting in which it occurred are specified in descriptive terms, usually by frequency of occurrence. The ensuing treatment program is planned to lead the child in gradual steps from the current to the desired behavior. The positive result of the critical incident technique to the interns was in increased skills in the identification of classroom problems, that is, the ability to define a problem and identify factors and forces contributing to a problem. The interns also showed an increase in skills in locating related information and applying it in decision making. Interns over a period of time also broadened the alternatives of their responses to behavior, employing a greater number of solutions to classroom problems. Moreover, they gained ability to use feedback in their decision making and problem solving skills that caused them to shift or modify their teaching behavior.

Achievement Motivation Seminar

The purpose of this seminar was to focus on the concept of achievement motivation through the experience approach. The design for this seminar was derived from one team leader's attendance at a workshop presented by Combined Motivation Educational Systems, Inc. The structure of the seminar was process-oriented and focused on the attitudes, perceptions, and feelings of the individuals in the group. Each intern was asked to share only what he wished. The philosophy used in the seminar of maximizing one's potential was as follows: "You are a unique person. You have used some of your abilities to accomplish some of your desires. No doubt you have dreams you think impossible and you frequently see yourself as unique only through your weaknesses. But, perhaps your greatest uniqueness is your strengths. It is these strengths that enabled you to have personal experiences which had resulted in individual accomplishments. As great as these accomplishments are, greater things are possible."

The outline of activities for this seminar was as follows: (1) explanation of philosophy of Achievement Motivation (5 minutes), (2) sharing in small groups concerning "my happiest moment", "what turns me on", and "when I get on my soap box, I talk about _____", (3) explanation of success analysis, success analysis in small groups involving "my greatest success", "I am a success when I am", "To me success is _______", (4) closure activity in a large group where individuals could think over the foregoing experiences and reflect on "What does all this have to with me and my role as a teacher?", and "What does it mean for the children in my class?"

Individual Prescription Seminar

The interns had been receiving material pertaining to various components of writing an individual prescription (educational program) for children with learning difficulties in their college classes and in their clinical experiences, i.e., testing, task analysis, and methods and materials information. This seminar unified these experiences and presented another method of profiling test scores. One of the team leaders organized and directed this seminar. The goal of this seminar was to make a new addition to the repertoire of the approaches to handling the learning disabled child's problem(s) that the interns had already developed from their college classes and clinical experiences. The staff thought it important to expose the intern to a range of diagnostic procedures and methodology which were practiced by the college instructors, master teachers, and the NEC staff members. Through this exposure, an electic approach to educational programming was established.

CONFERENCES

Individual conferences were held with the interns to give them feedback about the staff's observations of their teaching methods, classroom management, rapport with the children, etc. During these conferences, the staff also acted as consultants to the interns, aiding them in procedure, methods of instruction, and selection of particular materials for a specific learning problem.

Many conferences were informal and were easily arranged as the staff was readily available when the interns returned to Kensington School for their afternoon college course work. The interns did not have to make an appointment far in advance and wait for verification of the time to finally have the opportunity to discuss a problem. In many instances, the conferences were held over lunch, or scheduled before or after the college classes. Staff availability made it much easier to answer the interns' immediate questions thereby helping to forestall major problems.

FIELD TRIPS

Field trips were utilized in this program to acquaint the interns with the various state, private, and social agencies that offered services to supplement the programs implemented by the public schools for children with behavioral and learning disorders. These trips enlarged the interns' knowledge of the facilities offering services to exceptional children and to become acquainted with facilities for referrals. The interns also gained insight into how to help in the adjustment of the child coming from one of these facilities into their particular rooms. Visits to the Cove School, the Read Zone Mental Health Center, the Summit School for Learning Disabilities, the Tikvah School, the Shore School and Training Center, and the Instructional Materials Center were included in this portion of the training program. (See Appen ix A for a description of these facilities).

During these field experiences, presentations pertaining to the total programming of the school or center were given, tours of the facilities were taken, and in many instances, invitations were extended for observations in the facilities. The interns felt an outstanding feature of this portion of the program was having an opportunity to discuss and ask questions concerning the various educational, theraputic, and recreational phases with the directors of said programs. Interns participated in the Illinois Council for Exceptional Children Convention and the Northwest Suburban Chapter of the Council for Exceptional Children Meeting where Doris Johnson from Northwestern University spoke on "Communicative Disorders."

CLINICAL EXPERIENCE EVALUATION

The midterm and final evaluation of the interns' progress was conducted in a conference of the team leaders, master teachers, and interns. The philosophy behind the evaluation conferences evolved from the program's belief that the evaluation could be a positive learning experience for the intern. With this in mind, a basic requirement from the outset held that the intern must be present for the conference and that the conference procedure should facilitate a dialogue between the master teacher and intern in an atmosphere of positive concern for the intern's progress and goals for the future. Constructive suggestions were encouraged from both parties.

The data for the conference was supplied by the performance check list. (Appendix B) The checklist was constructed by the interns during a seminar with the items devised by the interns from the original objectives of the training program. The items on the evaluation sheet were concerned with competencies the interns felt a teacher of the learning disabled child should possess. Some of these were:

demonstrates classroom management skills, predicts individual child's behavior, understands informal methods of diagnosis, knows how to write individual prescriptions, recognizes and is able to implement appropriate teaching methods and materials according to the child's needs.

The interns used written copies of the objectives of the program as they sat in small groups discussing which of these would be most important to evaluate. The general objectives were decided upon, and then specific examples of each category were designated as sample items to assist the intern and master teacher in understanding the nature of the general statement. The interns then, as a total group, pooled the eleven objectives they thought to be the most relevant to judge their effectiveness as a special teacher. This final group analysis actually took little time as most of the small groups selected the same objectives.

The checklist was directed toward measuring the growth of the intern from the beginning to end of the clinical experience. A five point rating scale with descriptions of the performance was used: (1) indicated potential for growth with further experiences, (2) performed adequately under supervision, (3) performed skills adequately, independently, and with good insight, (4) performed outstandingly in this area, and (5) did not apply: state reason below.

The checklists were distributed to the master teachers with the guidelines for completion, as well as copies to the interns. Each was to complete the form independently and bring it to the mid term conference held in November. A time was arranged where the master teacher, intern, and NEC staff could meet together. This evaluation conference centered around the checklist; the master teacher's and intern's evaluation; a reconciling of differences; and the setting of goals for both parties for the remainder of the clinical experience.

In some instances, the interns lacked skills necessary for achieving stated objectives or goals. These then would be developed throughout the duration of the clinical experience. For example, an intern may have been thoroughly competent in skills and the use of tools necessary for academic instruction, but lacked techniques relating to classroom management, group control and motivational skills. These would be noted on the checklist, and goals and procedures for growth in these areas would be developed by the master teacher, NEC staff, and intern.

The checklist emphasized development of the interns' own techniques in individual educational therapy while acknowledging the guidance and supervision of the master teacher. The ratings assigned by the master teacher and intern for the midterm and final conference were analyzed and are carried in Table III. In general, there was close correlation between the two ratings. In cases of disagreement, conversation was centered around that objective, the specific meaning it had to each individual, and the classroom experiences involved in making the rating.

It was found that in many instances the master teacher and intern both viewed the intern's performance in the same vein, but the intern saw it as performing under supervision, whereas the master teacher viewed it as an independent act even though the master teacher was present.

The checklists were kept, since the final evaluation was to be made on the same sheet. The final evaluation was made within the same framework as the midterm conference. This evaluation was based on the growth of the intern from midterm to the final week of the clinical experience. How well the goals set at the midterm conference were met, did the intern continue to build his strengths, while experiencing growth in the weaker areas? and how well did the intern manage the full schedule? were considerations in the final evaluation.

TAB III

ITEM ANALYSIS OF PERFORMANCE CHECKLIST

			Master Teacher Evaluation				Inter Self Evaluation		
Intern	Objective	Mid Term Final Rating	Improvement	Static	Static (But in "4" position)	Mid Term Final Rating	Improvement	Static	Static (But in "4" position)
A	1	5 (5)				5 (5)			
	2	1 (4)	1			3 (4)	1		
	3	1 (3)	1			4 (4)			1
	4	1 (4)	1			3 (4)	1		
	5	2 (4)	1			2 (4)	1		
	6	2 (4)	1			1 (4)	1		
	7	1 (4)	1			1 (3)	1		
	8	1 (4)	1			2 (3)	1		
	9	2 (4)	1			3 (4)	1	1	
	10	1 (3)	1			3 (3)			
	11	1 (4)	1			3 (4)	1		
B	1	3 (4)	1			3 (4)	1		
	2	4 (4)			1	3 (4)	1		
	3	3 (4)	1			3 (4)	1		
	4	4 (4)				3 (4)	1		
	5	4 (4)			1	3 (4)	1		
	6	3 (3)		1		3 (3)		1	
	7	3 (4)	1			3 (4)	1		
	8	4 (4)			1	3 (4)	1		
	9	4 (4)			1	3 (4)	1		
	10	4 (4)			1	3 (4)	1		
	11	4 (4)			1	4 (4)			1
C	1	3 (4)	1			3 (4)	1		
	2	3 (4)	1			3 (4)	1		
	3	3 (4)	1			3 (4)	1		
	4	4 (4)			1	4 (4)			1
	5	3 (4)	1			1 (3)	1		
	6	3 (3)		1		1 (3)	1		
	7	1 (3)	1			1 (3)	1		
	8	1 (3)				1 (3)	1		
	9	3 (4)	1			1 (3)	1		
	10	3 (4)	1	1		3 (4)	1		
	11	4 (4)				3 (3)		1	

TA III
ITEM ANALYSIS OF PERFORMANCE CHECKLIST

Intern	Objective	Mid Term Final Rating	Master Teacher Evaluation			Mid Term Final Rating	Intern Self Evaluation		
			Improvement	Static	Static (But in "4" position)		Improvement	Static	Static (But in "4" position)
D	1	2 (3)	1			2 (3)	1		
	2	2 (3)	1			2 (3)	1		
	3	1 (3)	1			2 (3)	1		
	4	2 (3)	1			2 (3)	1		
	5	2 (3)	1			2 (2)		1	
	6	2 (3)	1			1 (3)	1		
	7	1 (3)	1			1 (3)	1		
	8	1 (3)	1			1 (2)	1		
	9	1 (2)	1			1 (2)	1		
	10	1 (3)	1			2 (2)		1	
	11	2 (4)	1			1 (3)	1		
E	1	3 (4)	1			3 (4)	1		
	2	4 (3)				3 (4)	1		
	3	3 (4)	1			3 (4)	1		
	4	4 (4)			1	3 (4)	1		
	5	3 (3)		1		3 (4)	1		
	6	3 (3)		1		3 (4)	1		
	7	3 (4)	1			2 (4)	1		
	8	3 (4)	1			3 (4)	1		
	9	4 (4)			1	4 (4)			
	10	3 (4)	1			3 (4)	1		
	11	4 (4)			1	3 (4)	1		
F	1	1 (3)	1			3 (3)	1		
	2	1 (4)	1			1 (2)	1		
	3	1 (3)	1			3 (3)		1	
	4	3 (3)		1		3 (3)		1	
	5	1 (1)		1		1 (3)	1		
	6	1 (1)		1		1 (2)	1		
	7	1 (3)	1			1 (2)	1		
	8	1 (2)	1			1 (1)		1	
	9	1 (3)	1			3 (3)		1	
	10	1 (2)	1			1 (1)		1	
	11	1 (3)	1			1 (3)	1		

TAB III

ITEM ANALYSIS OF PERFORMANCE CHECKLIST

			Master Teacher Evaluation				Intern Self Evaluation		
Intern	Objective	Mid Term Final Rating	Improvement	Static	Static (But in "4" position)	Mid Term Final Rating	Improvement	Static	Static (But in "4" position)
G	1	5 (5)		1		5 (5)		1	
	2	2 (3)	1			2 (4)	1		
	3	3 (4)	1		1	3 (4)	1		1
	4	4 (4)				4 (4)			
	5	2 (4)	1			2 (4)	1		
	6	1 (3)	1			1 (3)	1		
	7	2 (4)	1			2 (3)	1		
	8	2 (4)	1			2 (3)	1		
	9	2 (3)	1		1	3 (3)		1	
	10	4 (4)				3 (4)	1		
	11	4 (4)			1	4 (4)		1	
H	1	4 (4)			1	2 (4)	1		
	2	4 (4)			1	3 (4)	1		
	3	3 (4)	1			2 (3)	1		
	4	4 (4)			1	3 (4)	1		
	5	4 (4)			1	2 (3)	1		
	6	4 (4)			1	3 (4)	1		
	7	3 (4)	1			2 (3)	1		
	8	3 (4)	1			2 (3)	1		
	9	4 (4)			1	3 (4)	1		
	10	4 (4)			1	2 (4)	1		
	11	4 (4)			1	3 (4)	1		
I	1	5 (4)	1			5 (4)	1		
	2	4 (4)			1	3 (4)	1		
	3	3 (4)	1			3 (4)	1		
	4	4 (4)			1	4 (4)			1
	5	3 (4)	1			3 (4)	1		
	6	3 (3)		1		3 (4)	1		
	7	3 (4)	1			3 (4)	1		
	8	4 (4)			1	4 (4)			1
	9	4 (4)			1	4 (4)			1
	10	4 (4)			1	4 (4)			1
	11	4 (4)			1	4 (4)			1

TA III

ITEM ANALYSIS OF PERFORMANCE CHECKLIST

Intern	Objective	Mid Term (Final) Rating	Master Teacher Evaluation			Mid Term (Final) Rating	Intern Self Evaluation		
			Improvement	Static	Static (But in "4" position)		Improvement	Static	Static (But in "4" position
J	1	2 (4)	1			2 (3)	1		
	2	3 (3)		1		3 (3)		1	
	3	3 (3)		1		3 (3)		1	
	4	3 (4)	1			3 (3)		1	
	5	3 (3)		1		3 (3)		1	
	6	2 (3)	1			2 (3)	1		
	7	1 (3)	1			1 (3)	1		
	8	2 (3)	1			2 (3)	1		
	9	3 (3)	1			3 (3)	1		
	10	2 (3)	1			2 (3)	1		
	11	3 (4)	1			3 (3)	1		
K	1	3 (3)		1		3 (4)	1		1
	2	2 (3)	1			4 (4)			
	3	4 (4)			1	3 (4)	1		
	4	3 (4)	1			3 (4)	1		
	5	4 (4)			1	3 (4)	1		
	6	5 (5)				5 (5)			
	7	3 (4)	1			3 (4)	1		
	8	4 (4)			1	3 (4)	1		
	9	5 (5)				3 (3)		1	
	10	3 (3)		1		5 (5)			
	11	4 (4)			1	3 (4)	1		
L	1	3 (3)		1		3 (3)		1	
	2	4 (4)			1	3 (3)		1	
	3	3 (4)	1			3 (3)		1	
	4	3 (4)	1			3 (3)		1	
	5	1 (2)	1			1 (2)	1		
	6	3 (3)		1		1 (2)	1		
	7	4 (4)			1	2 (2)		1	
	8	3 (3)		1		1 (3)	1		
	9	3 (3)		1		3 (3)	1		
	10	4 (4)			1	1 (3)	1		
	11	1 (4)	1			3 (3)		1	

TA III

ITEM ANALYSIS OF PERFORMANCE CHECKLIST

Intern	Objective	Mid Term Final Rating	Master Teacher Evaluation			Mid Term Final Rating	Intern Self Evaluation		
			Improvement	Static	Static (But in "4" position)		Improvement	Static	Static (But in "4" position)
M	1	4 (4)			1	3 (4)	1		
	2	4 (4)			1	4 (4)			1
	3	3 (4)	1			3 (4)	1		
	4	4 (4)			1	3 (4)	1		
	5	3 (4)	1			4 (4)			1
	6	5 (5)				5 (5)			
	7	5 (5)				5 (5)			
	8	5 (5)				5 (5)			
	9	5 (5)				5 (5)			
	10	3 (4)	1			2 (3)	1		
	11	4 (4)			1	3 (4)	1		
N	1	3 (4)	1			1 (4)	1		
	2	2 (3)	1			2 (3)	1		
	3	2 (3)	1			3 (3)		1	
	4	3 (4)	1			3 (3)	1		
	5	3 (4)	1			3 (4)	1		
	6	2 (4)	1			2 (3)	1		
	7	2 (3)	1			2 (3)	1		
	8	2 (3)	1			2 (3)	1		
	9	3 (4)	1			3 (4)	1		
	10	3 (4)	1			3 (3)		1	
	11	3 (4)	1			3 (4)	1		
O	1	2 (4)	1			3 (4)	1		
	2	3 (4)	1			2 (4)	1		
	3	3(4)	1			1 (4)	1		
	4	3 (4)	1			3 (4)	1		
	5	1 (3)	1			2 (4)	1		
	6	4 (4)			1	1 (4)	1		
	7	2 (4)	1			1 (3)	1		
	8	3 (4)	1			1 (4)	1		
	9	3 (4)	1			2 (4)	1		
	10	4 (4)			1	2 (4)	1		
	11	4 (4)			1	3 (4)	1		

TAB III

ITEM ANALYSIS OF PERFORMANCE CHECKLIST

Intern	Objective	Mid Term Final Rating	Master Teacher Evaluation			Mid Term Final Rating	Intern Self Evaluation		
			Improvement	Static	Static (But in "4" position)		Improvement	Static	Static (But in "4" position)
P	1	3 (4)	1			3 (4)	1		
	2	3 (3)		1		3 (4)	1		
	3	3 (4)	1			3 (4)	1		
	4	3 (4)	1			3 (4)	1		
	5	3 (3)		1		3 (3)	1		
	6	5 (5)				5 (5)			
	7	1 (3)	1			1 (2)	1		
	8	3 (3)		1		2 (3)	1	1	
	9	4 (4)			1	3 (3)	1		
	10	4 (4)			1	3 (4)			
	11	4 (4)			1	3 (4)	1		
Q	1	3 (4)	1			2 (3)			
	2	3 (3)		1		3 (3)			
	3	3 (4)	1			3 (4)			
	4	4 (4)			1	3 (4)			
	5	3 (4)	1			3 (3)			
	6	3 (4)	1			2 (3)			
	7	2 (3)	1			3 (3)			
	8	2 (4)	1			2 (3)			
	9	2 (3)	1	1		2 (3)			
	10	3 (3)				1 (2)			
	11	4 (4)			1	3 (4)			
R	1	5 (5)				5 (5)			
	2	1 (3)	1			1 (2)	1		
	3	1 (4)	1			3 (4)	1		
	4	3 (4)	1			3 (4)	1		
	5	1 (3)	1			2 (3)	1		
	6	1 (4)	1			2 (3)	1		
	7	1 (3)	1			2 (3)	1		
	8	1 (3)	1			2 (3)	1		
	9	3 (3)				2 (3)	1		
	10	1 (3)	1			2 (3)	1		
	11	1 (3)	1			3 (3)		1	

TA III

ITEM ANALYSIS OF PERFORMANCE CHECKLIST

Intern	Objective	Mid Term Final Rating	Master Teacher Evaluation: Improvement	Master Teacher Evaluation: Static	Master Teacher Evaluation: Static (But in "4" position)	Mid Term Final Rating	Intern Self Evaluation: Improvement	Intern Self Evaluation: Static	Intern Self Evaluation: Static (But in "4" position)
S	1	4 (4)			1	4 (4)			1
	2	4 (4)			1	4 (4)			1
	3	4 (4)			1	4 (4)			1
	4	4 (4)			1	4 (4)			1
	5	4 (4)			1	4 (4)			1
	6	5 (4)	1			5 (3)	1		
	7	5 (3)	1			5 (3)	1		
	8	4 (3)			1	3 (4)	1		1
	9	4 (4)			1	4 (4)			1
	10	4 (4)			1	4 (4)			1
	11	4 (4)				4 (4)			
T	1	5 (5)				5 (5)			
	2	3 (4)	1			3 (4)	1		
	3	2 (3)	1			2 (3)	1		
	4	3 (4)	1			3 (3)		1	
	5	1 (3)	1			1 (3)	1		
	6	2 (4)	1			2 (3)	1		
	7	1 (3)	1			1 (2)	1		
	8	2 (3)	1			2 (3)	1		
	9	2 (4)	1			2 (2)		1	
	10	2 (4)	1			2 (2)		1	
	11	3 (4)	1			3 (3)		1	
U	1	3				1 (3)	1		
	2	4				1 (3)	1		
	3	3	Received job before final evaluation time.			2 (3)	1		
	4	4				1 (2)	1	Intern assessed herself at final evaluation time.	
	5	2				2 (2)			
	6	5				2 (2)		1	
	7	1				1 (3)	1		
	8	1				3 (4)	1		
	9	5				2 (4)	1		
	10	2				2 (2)	1		
	11	4				2 (3)	1		

TA E III

ITEM ANALYSIS OF PERFORMANCE CHECKLIST

Intern	Objective	Mid Term Final Rating	Master Teacher Evaluation			Mid Term Final Rating	Intern Self Evaluation		
			Improvement	Static	Static (But in "4" position)		Improvement	Static	Static (But in "4" position)
V	1	1 (3)	1			1 (3)	1		
	2	2 (3)	1			1 (3)	1		
	3	4 (4)			1	2 (3)	1		
	4	4 (4)			1	2 (4)	1		
	5	3 (3)		1		2 (4)	1		
	6	3 (3)		1		1 (3)	1		
	7	3 (3)		1		2 (3)	1		
	8	3 (3)		1		2 (3)	1		
	9	3 (3)		1		2 (3)	1		
	10	2 (3)	1			2 (3)	1		
	11	4 (4)			1	3 (4)	1		
W	1	3 (4)	1			2 (3)	1		
	2	3 (4)	1			2 (3)	1		
	3	3 (3)		1		2 (3)	1		
	4	2 (3)	1			1 (4)	1		
	5	3 (4)	1			1 (3)	1		
	6	4 (4)			1	1 (2)	1		
	7	3 (3)		1		2 (2)		1	
	8	3 (3)		1	1	1 (3)	1		
	9	4 (4)			1	1 (3)	1		
	10	4 (4)			1	1 (3)	1		
	11	4 (4)				1 (3)	1		
X	1	1 (2)	1			1 (2)	1		
	2	1 (2)	1			1 (2)	1		
	3	1 (1)		1		1 (2)	1		
	4	1 (2)	1			1 (2)	1		
	5	1 (2)	1			1 (2)	1		
	6	1 (2)	1			1 (2)	1		
	7	1 (2)	1			1 (2)	1		
	8	1 (2)	1			1 (2)	1		
	9	1 (2)	1			1 (2)	1		
	10	1 (2)	1			1 (2)	1		
	11	1 (2)	1			1 (3)	1		

CONCLUSION OF FIRST SEMESTER

It was the staff's intentions that the intern could leave the year of training with a thorough understanding in depth of methods for dealing with children having learning and/or behavioral disorders. He should have a sufficient grasp of methods to understand what was happening, or might happen, when the educational procedure was modified one way or another in his own classroom.

It can be seen that the demands on the interns during the first semester were heavy. Table IV depicts the training program's daily time schedule for the interns.

TABLE IV

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00 - 12:00 Clinical Experience	8:00 - 12:00 Clinical Experience	8:00 - 12:00 Clinical Experience	8:00 - 12:00 Clinical Experience	8:00 - 12:00 Clinical Experience	9:00 - 12:00 Methods & Materials Class
1:00 - 3:00 Tests & Measurements Class	1:00 - 3:00 Psychology of Exceptional Children Class	1:00 - 3:00 Seminar	1:00 - 2:00 Characteristics of Children with Learning & Behavior Disorders	1:00 - 3:00 Diagnosis & Remediation of Children with Learning Disorders	

The evaluator wishes to note the important role that the staff leadership played in the first semester program. The significance of this role can be seen in these statements volunteered by interns in the end of semester evaluation. Because of the demands of the training program and scheduling problems and the personal lives of the interns, several of them toyed with the idea of "dropping out." This was expressed in statements made by the interns in their final evaluation of the program. A quote follows that explains this feeling. "Whether the others in the program are still willing to admit it or not, now that we are almost finished with the entire training program, there were quite a few of us that toyed with the idea of not completing the program. Many of us felt it would be smarter to continue at our own rate by taking the necessary courses through one of the schools in the Consortium.

We could then plan a more suitable schedule for ourselves. I feel our ability to "stick it out" as compared with other programs of this duration and scheduling where people did not finish, was due to two major factors. First, as a group, we were able to rely quite heavily on one another for support, and second, and most important, the fine leadership provided by Mrs. Gillet who gave us a continual source of knowledge, understanding, sympathy when needed, and always encouragement.' Another intern reported: "We did not ever really come right out and say how close we were to quitting. Pam seemed to know, without anyone telling her, when the situation got too rough. She gave us what we needed both academically and emotionally and was capable of helping us attain it. She served as the emotional stabilizer that held us together and kept us going when the schedule really got hectic. Her positive reinforcement at the right time and place was the magic formula."

CHAPTER III

TRAINING PROGRAM - SECOND SEMESTER

The second semester of the training program (January 15 - June 11, 1971) involved placement of the interns as regularly assigned teachers. The project provided consultation to the interns from the NEC staff, an in-service program, and college classes.

GROUP FEELING

Group cohesion was very strong in the program, and was particularly predominant during this second semester. At this point, interns were aware of the resources of each other and turned to particular persons for help. Visits were made by some interns to other interns to view the program and materials they had available to them. The interns were very eager to share materials, projects, and articles which they had used and found to be successful. The interns formed a group that shared ideas and experiences and allowed each intern a variety of peer contacts. The group atmosphere provided opportunity to talk with others, to rationalize concerns, to obtain assurance.

The staff also spent a considerable amount of time in an individual counseling relationship with the interns to supplement the group help.

As will be seen in Table XVI, the interns felt a strong aspect of the overall program was knowing that they had a group to which they belonged. They were closely associated with others who had experienced the same educational training and who were willing to help or share.

The cohesiveness of this group can be shown in an incident which occurred at the beginning of the second semester. Many interns (20 out of 24) needed a course in mental health to meet Illinois State certificate requirements for approval in teaching Type A or B Maladjusted. The director arranged for an extension course from a local university to be offered in this geographic area. Besides these twenty people, there were additional people taking the class. The instructor was not aware of the unique training background of these twenty. At break time of the first class, he began asking questions to become acquainted with the class and was informed about the training program. He told the class he was aware of a "total" feeling eminating from the majority of the class showing their knowing and caring for each other.

PLACEMENT

Placement during the second semester was a major problem. In November, letters were sent to each school district of the NEC consortium reminding them of the candidacy of our people for teaching jobs in January. Letters (Appendix A) were also sent to all school districts in Cook County, Lake County, Du Page County, and to the Chicago Board of Education. Private schools for special education and the State of Illinois Mental Health Centers were also contacted. Few responded. The job market had changed drastically since the development of the proposal.

In December, four interns were placed. New classes which in September had been planned to open, did not, due to budget cuts. The job field looked very gloomy for the remaining twenty. At this time, the director made personal phone calls to all directors of personnel and all directors of special education in the surrounding areas. Personal visits were also made by the director to some of the interested parties. During the phone calls and personal visits, explanations of the program and descriptions of the interns were given. Using a personal approach, by the end of January, sixteen of the remaining twenty were placed.

Since the second semester was now beginning in the school districts and there were no indications of more jobs to come, a plan was devised to place the other interns as aides. First, the plan was discussed with the interns who would be involved. All of them felt that they would be willing to work under the direction of a teacher sharpening their own skills and learning still another person's approach to solving children's problems.

A meeting was held with the directors of special services in the NEC consortium. The aide plan was discussed. Services of the aides on a half time basis would be available to the school districts for $65.00 per week. In addition, the interns involved in the aide program were to receive a stipend of $25.00 per week through the EPDA funds of our program. This plan was approved by the state office. The remaining money ($40.00) was paid by the individual school districts. It was further stipulated that since these people had received specialized training, the aide placements being sought would be where the interns would directly work with children to help in remediating their problems. As regular grade positions or special education placements became available, it was understood that the aides could be moved into these positions. These interns were all qualified, and by April, would all be fully reimburseable as special education teachers in the areas of learning disabilities and socially maladjusted. Preference for aide placements were given to districts which would have openings in September for possible employment as regularly assigned teachers for these people. A letter was sent containing the above information to the directors of special services and directors of personnel of the districts in the NEC consortium. (See Appendix A.)

By the first week in February everyone was placed in a position either as regular class teachers, special education teachers in the areas of learning disabilities, emotionally disturbed, or socially maladjusted, teaching assistants or aides.

The interns placements in types of classrooms and areas of specialities are listed in Table IV.

TABLE IV

INTERN PLACEMENTS - SECOND SEMESTER

2	Learning Disabilities	Intermediate	Self Contained
1	Learning Disabilities	Junior High	Self Contained
3	Learning Disabilities	Intermediate	Resource Room
2	Learning Disabilities	Junior High	Resource Room
2	Learning Disabilities & Socially Maladjusted	Intermediate	Resource Room
1	Socially Maladjusted	4th Grade	Self Contained
1	Socially Maladjusted	6th Grade	Self Contained
1	Developmental	1st Grade	Self Contained
1	Developmental (Aide)	1st Grade	Self Contained
2	Regular	1st Grade	Self Contained
1	Regular	3rd Grade	Self Contained
1	Regular	4th Grade	Self Contained
2	Regular	5th Grade	Self Contained
1	Learning Disabilities & Emotionally Disturbed	2nd - 8th Grade	Homebound
1	Learning Disabilities (Teaching Assistant)	Intermediate	Self Contained
1	Aide & Tutor	2nd - 8th Grade	Homebound & Resource
1	Emotionally Disturbed	Primary	Self Contained

(See Appendix A)

The acquisition of the technical competence provided for in the first semester did not necessarily insure use of the points of view upon which the skills were based. Each intern did not enter a vacuum when they were placed in a position the second semester. Each one returned to an established school system, in some cases, different from the one in which they interned. Each system had its own philosophy of education, its particular attitude toward exceptional children, its unique history in providing special services, and its individual administrative organization. The interns, too, were individuals who used information and skills in different ways. Thus, while there were commonalities in points of view toward teaching strategies, there was also a range of differences among the interns.

Most of the administrators in the schools where the interns were placed knew of the training program and its components. Most were very supportive of the program and were eager to have a trained "specialist" in their schools to help children as well as act as a resource for the other teachers in the building.

In summary, while the interns who went through the training program emerged with some common information and skills, there were varying degrees of implementation.

It was the general consensus of the interns, however, that they had returned well-prepared to organize and teach their classes. During this time, some had been forced to revise the content of their instructional materials when placed in a different grade level than what they experienced during their clinical experience. Other adjustments were required in classroom management plans for those who changed from a resource room of only one or a few students at a time to an entire class. All were forced to devise, search for, and prepare additional materials for daily teaching. But the specifics of diagnosis, remedial instruction, and the control of and the sequencing of stimuli remained constant.

STAFF SUPERVISION

During this second semester placement, the interns' training continued on an in-service basis. They were supervised by the Northwest Educational Cooperative staff, Director and Team Leader, during this period.

This portion of the training program required the interns to test and practice the content, diagnostic, and remedial skills that they had learned during the first semester, determine for themselves their relevance, and develop a style for using the information and employing the techniques. During this time the interns were given assistance in assessing their own teaching efforts.

The innovative aspect of the program during this semester was the continued supporting services. Traditionally, after the student finishes his training and is placed, the college or university carries no more responsibility for him. This program extended its responsibility to the intern by offering direct supervision, consultation, and supportive work of many kinds (library resources, in-service, etc.). The staff of the Training Program aided the interns in selecting remedial techniques and materials for individuals as well as a group of children and in locating appropriate materials for certain children that were not available to them in their particular school district. The project staff consulted on general classroom management techniques, provided information for professional reference referrals, aided in diagnosing particular children's specific learning problems and provided individual assistance in developing educational plans for selected children.

Knowing that the NEC staff would be available for this support was important. The interns would still receive the staff's and the program's services when and if the need arose. Through this consultation, the intern was assisted in every way to appraise his success as a teacher. This called for much and varied evidence. The NEC staff helped the intern assess where the pupils were academically, what their responses signified, why there was growth and development, or why there was little change. The interns needed description, verification, and confirmation of their own behavior so that they could relate it to pupil behavior and pupil change. They needed to receive real, firm, positive confirmation of their successes.

The individual counseling and classroom visitations were supplemented by the group discussion portion of the in-service.

In the process of being involved in the experiences of training, the learners began to develop a system for checking the results of their learnings and the development of their style, skills, etc., so that they could develop ways of validating their own progress without being highly dependent on outside sources of validation. It was important that the supervisory function during this semester be seen as a way to receive an honest interpretation of how well they were doing and receiving support when difficult problems were encountered. Obviously, this assistance was not to continue indefinitely, but it was supplied as needed for the interns as they were making a major change to accepting new problems and responsibilities. The most intensive demands on this support came during the first weeks of the second semester placement. Some interns needed assistance in the beginning weeks since they were placed at a different grade level or in a different plan, i.e., resource to self-contained, than what they had participated in during their clinical experiences. As acclamation to the placement came, calls for assistance subsided.

During these later stages, staff visitations emphasized the growth that the interns had made since they had first entered this program. The staff gained data on and enjoyed viewing some of the creative approaches and remediating methodology used by these interns when working with children with learning and/or behavioral problems. The interns developed the power to become their own critics, and were extremely interested and motivated to find resources which helped them cope with instructional problems and thus improve their teaching.

As these skills developed, pride in their accomplishments and confidence mounted.

Evaluation during the second semester of the program was accomplished by periodic observations by the NEC staff. The primary concern of the evaluation was the amount of growth the intern experienced; identification of their competencies in observation, diagnosis, intervention, and remediation; a display of creative and/or innovative approaches to dealing with the problems of the children; general classroom management skills; individualizing and grouping for instruction; rapport with students; and reinforcement techniques. The project staff maintained records of observations and conferences with interns and charted progress by a longitudinal reading of these reports.

IN-SERVICE

The in-service training of the second semester provided discussion groups as well as formal presentations. The seminars were designed to promote an integration of experience, maintain previous learning, as well as promote new growth. This training's main purpose was to equip the teacher with new skills and techniques and to facilitate creativity in several roles. Emphasis was placed on various levels of instruction or experience in the utilization of special techniques and materials. The in-service program did offer a continuity of theory from first to second semester and an experimental search for knowledge based upon daily clinical encounters.

Portions of the in-service training were organized on a demand basis. The interns designed the type of in-service training they felt a need for. All in-service meetings were held after school hours. On a feedback guide to the Director, the interns designated their choices for their in-service training emphasis. They selected academic areas they wanted more information about and designated outstanding persons in the field they would like to hear. The formal guest lectures (See Appendix A) were arranged by the Director to involve members of faculties of the universities and colleges and consultants from various school districts in the area. These people were brought to these seminars for the purpose of specifically relating their respective specialties to problems through the questions of the interns.

These formal presentations included a language master demonstration, presentations involving a description of a neurological report, behavior modification techniques, and practical approaches to reading and math problems. Other seminars featured developing humor in the learning disabled child, a drug therapy program, and remedial exercises for use with the Illinois Test of Psycholinguistic Abilities (ITPA). The in-service plans also included attendance at two learning disabilities workshops and the National Association for Children with Learning Disabilities (ACLD) Convention held in March in Chicago. One of the workshops was conducted by the North Suburban Council for Exceptional Children. Dr. Johanna Tobin, a child psychologist who had been involved in post graduate studies with Anna Freud at the Hampstead Child Therapy Institute in England spoke on "The Exceptional Child: Person and Problem". The other workshop was sponsored by the Summit School. Dr. Clements, Associate Professor, Department of Psychiatry and Pediatrics, Director, Child Study Unit, University of Arkansas Medical Center, Little Rock, Arkansas; Dr. Edward C. Frierson, Executive Director of Nashville Learning Center and lecturer, University of Tennessee; Dr. Harold Westlake, Professor of Speech Pathology at Northwestern University, Head of the Department of Communicative Disorders; and Dr. William Wilson, Chief Neuropsychiatric Consultant at Fox Valley Mental Health Center were the participants. This symposium gave the interns the opportunity to hear, in person, some of the authorities whose writings they had become familiar with through their college course work.

The in-service arrangement provided for relevant application of each of the various disciplines and for cooperative resolutions to daily teaching problems from a multidisciplinary team of college educator, special education consultant, doctor, neuropsychiatrist, and teacher.

The other portion of the in-service involved seminar groups. The Team Leader conducted this group discussion portion in the same fashion as the seminars during the first semester. By coming together in a group, discussions could be held concerning problems the interns were experiencing. Here, a variety of problems could be discussed in a non-threatening atmosphere with their collegues. The interns' evaluation of their own and their peers' effort was an important aspect of the seminar sessions. These discussion sessions were a time where interns were helpful to each other in solving learning and management problems. They also shared presentations of creative approaches to academic and behavioral learnings and educational materials. These seminars were a demonstration through participation of another way of being a resource to other teachers through a "helping" relationship.

The in-service training program allowed for the acquisition of more content in areas of importance to the interns. The seminars also provided a means for disseminating materials the Director thought would be helpful to the interns, i.e., information supplementing the in-service presentation, a directory of supplementary services, a booklet of ideas for methods and materials for dealing with children with learning and/or behavioral disorders.

As the second semester moved on, the interns solved their problems individually or sought out the members of the staff or selected interns they felt could help. Gradually, they moved away from needing the large group discussions.

LIBRARY

Reference material for the interns was provided for in the initial funding of the Training Program. The library contained professional books covering areas of learning disabilities, social maladjustment, emotional disturbance, diagnostic measures, remedial techniques, as well as selected books in general education. Proceedings from the National Council for Exceptional Children and Association for Children with Learning Disabilities Conventions; reprints of journal articles and other pertinent papers; and instructional materials for use with children with learning and/or behavioral disorders were purchased. (See Appendix A for listing of materials.)

During the first semester, the materials were used by the interns for their college courses and to answer questions that arose during their clinical experiences. Even though money was allotted in the budget to purchase these materials, it was late into the first semester before the materials were received. To counteract the non-availability of a library with professional special education materials for use by the interns, the staff put their own personal libraries on loan and several special educators in the area gave the program materials which the staff then reproduced for intern circulation. This arrangement proved to be quite satisfactory until the ordered materials arrived.

The library was utilized during the second semester again as an aid to college classes, and for professional references to help with information pertaining to areas of concern experienced in the interns' individual teaching situations. The instructional materials were on heavy demand. These manipulative devices, educational programs, and instructional games were incorporated by the interns into the programming of their classes and in individual educational plans. The library as well as the in-service presentations were open to any interested staff member of the school districts. Bibliographies of the library's contents and a listing of the in-service programs was made available to each of the school districts which had employed the interns. Many teachers in these districts took advantage of the program's offerings.

The interns invited many of the teachers in their respective school districts to come to the in-service meetings. Some of the school districts utilized these presentations for their own in-service training for special education teachers and regular classroom teachers since many of these sessions were aimed at increasing the levels of sophistication of regular classroom teachers in teaching exceptional children.

PROBLEMS

The program is now completed. Problems during this program have been encountered. The first was the short period of time -- one fiscal year -- to plan, execute, evaluate, and modify the sequential development of the program from the first step to the last. The staff officially began August 15th and the program was to begin, with intern participation, on September 9th. With such a short lead time, where ideas were concerned on implementing the program, there was little time for discussion of alternatives.

Time also limited the staff on the selection of candidates. One hundred twenty applicants had to be screened and interviewed within less than a month. The funding of a program so late in the year presented problems in getting college instructors to accommodate their schedules to the program's. Colleges had already established their semester time schedules and many conflicts arose. Vacations interfered with reaching prospective college instructors, as well as scheduling the teacher training candidates for personal interviews.

The interns faced adjustment problems during the beginning weeks of the program. They had only a few days to organize their family schedules to meet the time commitments of the program. Most interns had heavy family responsibilities. A decision about utilization of "spare" time had to be made - did they spend this time for college class reading and/or preparation for clinical experience? Adjustments were managed due to the perseverance, dedication and innovativeness on the part of the interns. Despite these complications all twenty-four interns successfully completed the program with B+, A-, and A averages.

Perhaps the most troublesome problem from the Project Director's point of view came with the effort to place the interns as teachers for the second semester. It seemed that in many school districts the funds were not available to staff new classes that were tentatively scheduled to begin in January. The openings that did occur were due to the usual mid term reasons - maternity leaves, spouse transfers, and illnesses. Only four of the interns found placement due to a new class opening. All the school districts in Cook, DuPage and Lake Counties were canvassed for suitable placement opportunities. Private schools and state agencies were also contacted. Since there were not enough teacher vacancies, several of the interns took positions as teacher aides, awaiting opportunities for placement in teaching positions. When interns were placed as aides, preference was given to school districts expecting to hire these people as teachers when vacancies occurred. These vacancies did not materialize during the semester and all the aides were in aide positions the duration of the second semester. The Director helped the interns who had these aide positions locate teaching positions for the fall semester.

FUTURE PLANS

The future plans of these interns encompass their job placements for September, 1971, their plans for completing a master's degree and plans for taking classes to meet deficiencies prior to obtaining a teaching certificate. These future plans of the twenty-four participants are indicated next. Table V is a flow chart that carries the range of the interns' teaching experiences before entering the program, during the training program, and their plans for September, 1971.

FLOW CHART INDICATING TEACHING EXPERIENCES OF THE INTERNS

TABLE V

Intern	Before Entering Program	First Semester of Training Program		Second Semester of Training Program		Placement for September, 1971		Reason for Change
		First 8 Weeks	Second 8 Weeks	Different District	Same District	Same District	Different District	
A	2 yrs. Kindergarten	Learning Disabilities Pre-Primary Self Contained	Learning Disabilities Intermediate Resource Room	Emotionally Disturbed Primary Self Contained			Learning Disabilities Junior High Resource - possible	Budget cutback
B	None	Diagnostic Primary Self Contained		Learning Disabilities Intermediate Self Contained		Same		
C	1 yr. 2nd Grade 17 yrs. Home tutoring-reading	Developmental 1st Grade Self Contained			5th Grade	Developmental 1st Grade		Given this class due to intern's special training
D	None	Learning Disabilities High School Resource Room		Learning Disabilities Socially Maladjusted Intermediate Resource Room		Same		
E	5 yrs. 1st Grade	Learning Disabilities Elementary Itinerant			3rd Grade		Learning Disabilities Elementary Resource Self Contained	No special education opening in her district
F	None	Learning Disabilities Junior High Resource Room		Learning Disabilities Junior High Itinerant Room		Learning Disabilities Junior High Resource		
G	2 yrs. 5th Grade	Learning Disabilities Primary Resource Room			Learning Disabilities Intermediate Resource Room (Aide)		Learning Disabilities Kindergarten - 6th Resource Room	Has only one school to concentrate effort on, rather than traveling to 3 schools for short periods - Budgetary Cutback
H	Sub. 6 yrs. Kindergarten - 8th	Learning Disabilities Elementary Resource Room			Learning Disabilities Junior High Resource Room	Same		
I	3 yrs. High School Business Education Sub. 1 yr. Elem.	Learning Disabilities Elementary Resource Room			Learning Disabilities Intermediate Self Contained	Same		
J	Paraprofessional 1 yr. Spanish American Program	Emotionally Disturbed Intermediate Self Contained			Learning Disabilities Junior High Itinerant	Learning Disabilities Junior High Resource Room		Budgetary Cutback
K	8 yrs. 1st Grade	Developmental 1st Grade Self Contained			1st Grade	Same		
L	None	Learning Disabilities Junior High Resource Room		Learning Disabilities Intermediate Self Contained Teacher Assistant		Same Learning Disabilities M.D. LD - Soc. Mal.		
M	3 yrs. 2nd Grade 1 yr. 3rd Grade	Developmental 2nd Grade Self Contained			5th Grade	Same		Moving to regular teacher placement, rather than a teaching assistant

TABLE V

Intern	Before Entering Program	First Semester of Training Program First 8 Weeks	First Semester of Training Program Second 8 Weeks	Second Semester of Training Program Different District	Second Semester of Training Program Same District	Placement for September 1971 Same District	Placement for September 1971 Different District	Reason for Change
N	3 yrs. 2nd Grade 1 yr. Kindergarten Sub. 3 yrs. EMH-TMH	Learning Disabilities Elementary Itinerant			1st Grade	Developmental 1st Grade		Given this class due to intern's Special Training
O	Sub. 8 yrs. Kindergarten - 8th	Learning Disabilities Primary Resource Room		Learning Disabilities Junior High Self Contained		Learning Disabilities Primary Self Contained		Opening available. Intern was given her choice of Sept. placement since she had done a good job with a difficult situation.
P	Sub. 3 yrs. Kindergarten - 6th	Developmental 1st Grade Self Contained			4th Grade	Learning Disabilities Primary Resource Room		LD position became available in her district, administration knew of her training.
Q	None	Learning Disabilities Intermediate Self Contained	Learning Disabilities High School Resource Room	Learning Disabilities Socially Maladjusted Intermediate Resource Room		Same		Wanted an LD room - none available in her district with her low seniority.
R	1 yr. 5th Grade Sub. 1 yr. 1 - 8th	Learning Disabilities Elementary Resource Room		Socially Maladjusted 6th Grade Self Contained			Learning Disabilities Intermediate Resource Room	Wanted a classroom setting rather than homebound.
S	3 yrs. 5th Grade 2 yrs. 4th Grade	Learning Disabilities Elementary Resource Room		Emotionally Disturbed Learning Disabilities 2nd - 8th Grade Homebound			Developmental 1st Grade	
T	2 yrs. 3rd Grade Sub. 1 yr. 1 - 8th	Learning Disabilities Primary Resource Room			Developmental 1st Grade	1st Grade		
U	4 yrs. Soc. Sc. H.S. 2 yrs. P.E. - J.H.S. 5 mo. P.H. Elem.	Socially Maladjusted Primary Self Contained		Learning Disabilities Kindergarten - 5th Gr. Resource Room		Same		
V	5 yrs. 4th Grade 2 yrs. 1st Grade	Learning Disabilities Elementary Resource Room		Socially Maladjusted 4th Grade Self Contained		Same		
W	Sub. 10 yrs. 1 - 8th	Emotionally Disturbed Elementary Self Contained		Tutorial Homebound 1st - 8th Grade Resource Room		Social Studies - Learning Disabilities 1 - 8 Grades		
X	3 yrs. Home Ec. H.S.	Learning Disabilities Primary Resource Room			1st Grade (Aide)	Undecided		Does not want to remain as an aide, but solidification of a teaching position is not in evidence as of June, 1971.

Dr. William Itkin, chairman of the special education department at Northeastern Illinois State College, has aided the facilitation of this program's work with Northeastern. Northeastern issued the transcripts for the classes taken. In total, the interns have received twenty-four graduate hours shown in Table VI.

TABLE VI

DISTRIBUTION OF GRADUATE HOURS IN INTERNS' PROGRAM

Psychology of Exceptional Children	3 Credit hours
Characteristics of Children with Learning and Behavioral Disorders	3 Credit hours
Methods and Materials for Children with Learning and Behavioral Disorders	3 Credit hours
Tests and Measurements	3 Credit hours
Diagnosis and Remediation of Children with Learning Disabilities	3 Credit hours
Practicum I (clinical experience, first semester)	3 Credit hours
Practicum II (supervised assigned teaching, second semester)	3 Credit hours
Mental Health and Behavior Deviations (second semester, extension course)	3 Credit hours
Total	24 Credit hours

Northeastern will accept all twenty-four credits, leaving 12 to be completed for the masters' degree in special education. Dr. Itkin has also arranged that Dr. Glenn Thompson, a staff member of the special education department at Northeastern, and one of the instructors of this program, will be the advisor for these twenty-four interns since he is familiar with them and the program from which they came. Twenty of the interns intend to complete a masters' degree; six will enroll this summer to pursue the degree and four will complete courses to remove deficiencies.

NEC TEACHER TRAINING PROJECT AND THE SCHOOLS

Throughout this program there has been continuous cooperation among all institutions, the NEC, the colleges, and the public school districts. Personnel from the school districts not only served as master teachers in the training program. but also participated in several of the in-service meetings, thereby bridging the education provided by the Training Program to the classroom provided by the public schools.

The Teacher Training Program has been able to offer services to the surrounding school districts in a variety of ways. The program offered the public schools the opportunity to observe interns for permanent teaching positions. The interns had been assigned to clinical stations in a particular district and therefore had the knowledge of the administrative framework, personnel, rules and regulations, and nomenclature of special classes for that district. Since the interns were given the opportunity to visit the Illinois Council for Exceptional Children Convention and various private and state schools for the special child, they now were familiar with and had data on facilities which might be helpful to the school district in planning placement for a particular child. A directory of supplementare services was compiled by the Director for intern usage. Interns shared this information with their immediate administrators. Through college classes and the efforts of the staff of this program, the interns have been given various reprints and supplementary materials focusing on some aspect in the field of special education. With these, the interns could begin their own reference resource file. The interns then shared these references with any teacher in their schools who was interested in receiving particular information that was included in these materials. Several school districts asked for copies of these materials so that they could be reproduced and distributed to their teachers.

When the interns were assigned as teachers, the Northwest Educational Cooperative Teacher Training Program offered the services of their staff in a supervisory-consulting capacity, thereby alleviating the burden of the school district of giving additional attention to working with a beginning teacher. The Northwest Educational Cooperative Teacher Training Program's library, purchased through the EPDA funds of this program, was available to any teacher in these school districts. Several districts took advantage of this specialized library.

The in-service meetings were heavily attended by special education teachers, as well as regularly assigned classroom teachers of these school districts. One district utilized these meetings for their own in-service workshops. Several districts also utilized the project staff as presenters in workshops for their own teaching staff. Presentations were made involving the topics "An Introduction to Learning Disabilities" and "How to Help the Special Student in the Regular Classroom".

SUMMATION

All twenty-four interns successfully completed the program. They developed a repertoire of diagnostic and remedial methods and materials to meet the child's particular needs. They also developed a determination to continue to expand their knowledge and skills in the field of special education.

The interns in this program were the key people. They played an important role in determining the content of the training, as it related to the problems they were involved in as individuals. An important by-product of such a training program is that the learner makes a heavy investment in the training program, they directly influenced its content, its processes, and its direction.

Giving the interns a variety of learning experiences (lectures, field trips, clinical experiences, in-service training, small-group interaction, staff consultation, etc.) should prove useful to the interns when dealing with the students in their classes that respond to different approaches.

This program was not based solely upon factual material, but also on the theoretical and the general, on societal and technological modifications, and most important on the role of elements of creative innovation. The goal of this program with the preparation of these teachers was to provide handicapped children with a series of educational experiences that would motivate them to fruitful and rewarding interactions, instill strong aspirations to utilize their positive abilities, and create an emotional attitude which consistently elicited the best of their efforts. Cooperative planning with allied fields provided the basis for the conceptual descriptions of the program and procedures for the evaluation. Teacher certification guidelines for the areas of Learning Disabilities and Socially Maladjusted in Illinois served as the commonalities for projecting desired behaviors for children as well as the competencies required of the teachers.

Quality preparation was the keynote for this teacher training program. A program model that included building an essential knowledge background in parallel with applied clinical experience in a classroom followed by continued supporting services in the first semester of placement was designed. Full time study of interns was guaranteed through a stipend. The project staff integrated the elements in the program of college course work, clinical experiences and seminars, as well as doing some teaching and administering the program. As the interns' role changed from the first to the second semester with the assumption of greater responsibility for a group of children, the project staff's role changed. However, the main goals of the program remained constant -- to develop competent special education teachers in a one year program sequence by drawing on a pool of talent that had basic college preparation.

The desirable teacher competencies were developed within a framework of "psycho-educational" characteristics and school relevant behaviors. The philosophy of this program was one based fundamentally on matching the learner with appropriate instructional strategies and materials.

Through the preceding description of the Northwest Educational Cooperative Teacher Training Program it can be seen that this approach to teacher training attempted to meet the need for educators in the area schools who had a sensitivity for the special child and an ability to work effectively with these problems.

Performance based Illinois certification guidelines for Learning Disabilities, Socially Maladjusted, and Emotionally Disturbed and competencies proposed by William M. Cruickshank in his book The Teacher of Brain-Injured Children (Syracuse, New York: Syracuse University Press, 1966), were synthesized in this program. The teachers from this program did have familiarity with common social and academic behavior desired for children and the procedures of diagnosis and knowledge of the intervention necessary for the individualization of instruction needed to produce these behaviors. The program is premised on the belief that the person prepared with these skills is the "special" educator, whether in the regular classroom or as a teacher of the exceptional child.

As a model, the elements are common to many special education programs. The pool of participants and the design of the program are major changes. Also, the success of the program model, we believe, has implications for special education programs in other settings. The evidence for these conclusions is carried in the next chapter on evaluation.

CHAPTER IV

EVALUATION OF THE PROJECT

Field evaluations always pose special problems, and when the project has been highly selective in its clients, it further complicates the evaluation in a comparative sense. Nevertheless, this evaluation falls within the scope of numerous field evaluations of the EPDA in that the interest in evaluative data was not only for summative (final assessment) purposes but also for feedback (improvement of the program).

Field evaluations pose a series of problems that can be outlined under four rubrics: 1) Problems of definition are always important; that is, what are the effects that the project is trying to achieve and in what area or what groups are these effects to be wrought? 2) Measurement problems are also fundamental to any field evaluation. The question here is how shall we observe and measure these effects in order to determine the degree or in the direction of them? 3) Problems of comparison are central ones, once problems of definition and measurement are taken into account, the question here being, what groups shall we compare to see if the treatments that are being used in the project are having any effect? Also, are these effects attributable to the treatments which are being used in the project? 4) The problems of specification and generalization of the findings of a field study are of special concern. In particular, the problems of specification especially where the field project, as this one is, is involved in developing a new model for training of teachers.

It is recognized that a developmental project of this nature does raise special problems in generalization and much of the evaluation design was written with the recognition that a severe limitation on generalization existed. Particular types of generalizations of these findings are indeed difficult, if not impossible.

Under these circumstances, the formative aspects of the evaluation are stressed. Much of the evaluation that was done was used at different times as feedback into the project and used to assist the Project Director in planning the program. The summative aspects of the evaluation are more specualtive in nature, but are in a sense useful.

As will be seen later in this report, a model for the training of teachers did emerge in rather sharp detail and one which can be used to compare with present on-going models that sheds light on current practices in teacher education.

Accepting the special problems that field evaluation with a highly specialized limited sample produced, the evaluators in this project used an outcropping theory of evaluation. In outcropping theory, there is an attempt to collect a broad range of data to attempt to uncover effects and consequences of the treatment. If the data from these numerous evaluations trend in a certain direction, it is generally accepted that the hypothesis that the treatment is having an effect is fairly robust. Under these circumstances, then, the results of one type of evaluation is generally not of major import, but it is rather a total combination of the trends that are mapped by data from a number of sources.

The rest of this chapter is organized, then, around the evaluation as it focused on special objectives of the project. There is a description of the types of evaluation data gathered, the findings are presented, and an interpretation of the results follows. For the reader who is interested in the specific instruments that were used, he is requested to consult Appendix B.

OBJECTIVES GUIDING THE EVALUATION

The effects were used as independent variables in this study and they were derived from the objectives and the EPDA guidelines which governed the writing of the program proposal. As an innovative program, the objectives for the model were stated in broad terms. These were, however, interpreted and refined to be used as guiding objectives for the evaluation. They were four in number:

1) This special education program was designed to influence teacher behavior and produce special education teachers who were able to operate more effectively in the classroom. The definition of "operate more effectively" was in reference to their ability to work with children with learning disabilities and/or behavioral disorders and perform three basic functions:
   a) diagnosis, recognizing and identifying learning disabilities
   b) prescription, prescribing an instructional program and
   c) implementing, carrying out this instructional program and evaluating its effectiveness.
2) The proposal was also designed to explore a different approach to a teacher education program by having a considerable amount of the work take place in a field setting. There were to be five basic units of undergraduate study included, but they were to be taught by university people in the field as the teachers worked using the school system as a laboratory.
3) The program was designed to develop roles for cooperating teachers, administrators, and university personnel. In particular, this was meant to place the cooperating teacher in a more focal position and enhance the field experience as a part of the training.
4) The program was designed to involve a different population -- to draw upon a pool of individuals who already had a number of professional qualifications, but lacked specific technical skills to move into a special education program.

Using these four objectives, a plan for gathering data and processing it was evolved.

TYPE OF EVALUATION DATA GATHERED

A series of interviews was held with different participants in the program. The student interns were interviewed after they had completed the first semester of their program by outside evaluators. These interviews were approximately thirty minutes long, and covered a number of dimensions of the experience but focused particularly upon the students' reactions to classroom work at this time, and their experience in the field settings in which they had been placed. Informal interviews were conducted with members of the project staff at several intervals in the program in order to get reactions from them. A third type of interview was conducted over the telephone with college staff to get their impression of the effects of this program on the college programs, and their responses to working in a setting which varied considerably from the one typically found in special education programs.

A series of questionnaires was constructed in order to check several dimensions of the program. A self-anchoring questionnaire was administered to both critic teachers and students in order to check their responses to each other, and in order to judge compatability of roles. A questionnaire was administered by the Director of the program to the student interns in order to gain their opinions on the overall program and to obtain feedback data for supervision within their new field settings. A teacher evaluation questionnaire was constructed and sent to the principals in which they evaluated the interns and their functioning in their placement as assigned teachers during the second semester where they assumed responsibility for a total situation.

A third type of evaluation data was gathered through classroom observations. Of those who were placed in self-contained classrooms and had direct responsibility for a program, outside evaluators did an independent classroom observation using a scale that had been developed for this purpose. A copy of this scale is found in Appendix B. For those who were in resource rooms, a group interview was held in order to get their reaction to their training as they found it applied now to a situation where they had responsibility for a program.

Since the project was envisioned as a new approach to a program in special education, it was necessary to describe the model and compare it with other approaches to special education programs. Therefore, programs from three institutions which have extensive work in special education were solicited. These were then compared along several dimensions, particularly the type of course work and the amount of clinical experience included in the program. The three institutions from which programs were solicited were a state college in a great plains state noted for its extensive program in special education (X), a large state university (Y), and a private college with a nationally recognized program in special education (Z).

Another type of evaluative data was gathered which attempted to assess the effect of the instructional treatment on the students. Since the program was designed to have a direct effect on student behavior, a simulation was developed by the Director which would assess students in their ability to diagnose a problem, analyze the findings from a case study, and prescribe what they would do with the child. These simulations were administered to all of the interns and for comparison purposes to a class of special education master's students at a local college. These simulations were then read and compared by outside specialists. Another type of evaluation of students' reactions was carried through a critical incident technique. The critical incident technique involved having the students describe a critical incident and was used in formative evaluation during the seminars conducted by the project staff. A copy of each of the instruments used in this phase of the evaluation may be found in Appendix B.

PRESENTATION OF DATA FINDINGS

COMPARISON OF PROGRAM MODELS

The NEC program was compared as a model with three other college programs in special education. As previously indicated, the NEC program was different in the way that it combined formal course work and clinical or laboratory experience. For comparative purposes, three programs from colleges that are generally accepted as having outstanding programs in special education were obtained and used in the model comparison. A list of the education course requirements is carried in Table VII. Completion of these requirements in these three universities is mandatory for receiving a degree in special education.

As indicated, the programs varied quite widely in requirements for completion of a degree, with the two programs from "X" College and "Y" University requiring a considerably greater amount of formal course work than the program from "Z" College. The "Z" College program has more characteristics of the NEC project in that it is heavier in practicum and clinical experience than the other two programs. Also, it is similar in that the candidates are not required to take a sequence of education courses which are usually found in programs for elementary school teachers. However, the NEC program does differ remarkably in that it requires formal course work, roughly five courses of approximately fifteen hours, and then the remainder of the time is committed to clinical experience. The clinical experience, though not stated in terms of hours, would be more intensive than in any of the other three programs and in this way the model does differ rather sharply from the three college programs with which it was compared. It is estimated that the interns had approximately 360 hours of clinical experience the first semester and 600 hours or more the second semester.

As another way of comparing these programs, all the special education courses offered in the three programs were compiled. These are carried in Table VII. The significance of this Table lies in drawing comparisons with the NEC project on the amount of formal course arrangement versus the learning of the material through clinical experiences. The NEC program used only five courses from the university, one of which was ordinarily in a psychology or education sequence, tests and measurements. While all of the other programs in special education seem to have a heavy emphasis on clinical experience, there is a considerable amount of emphasis on formalized course work. These may or may not be closely tied in with the clinical experience. It was difficult to tell from a reading of the catalogue descriptions. It is the belief that the clinical experiences in many cases are limited and formal classroom work figures mainly in re-emphasis. As for program consequences of the different approaches, there is a question whether one is more efficient than another in teaching the skills that a special education teacher needs and whether one approach or another promotes greater generalization of these skills to the teaching content. While it is impossible to obtain definitive answers since populations from each of the three programs were not studied, it is probably safe to say that the evidence that was gathered with regard to outside ratings of the NEC interns indicates that they had a high degree of utilization of the special knowledge and skills that are associated with the field of special education. Certainly it is in keeping with the major trend in teacher education programs to incorporate in their training components a close alignment with the context in which teachers will be functioning with students. The design of the NEC program was in keeping with this trend and is far heavier in tying clinical experience in with formal course work than the three comparative programs.

TABLE VII

SPECIAL EDUCATION COURSES OFFERED IN THREE UNIVERSITIES AND THE NEC PROGRAM

"X" State College

- Foundations of Special Education (3 sem. hrs.)
- Practicum I (2 sem. hrs.) - guided observations of retardates
- Practicum II (3 sem. hrs.) - observations, demonstrations, participation with retardates
- Practicum III (3 sem. hrs.) - same as Practicum II
- Teaching the Mentally Retarded (3 sem. hrs.)
- Student Teaching in the Secondary School (2 4-hr. courses)
- Student Teaching in the Elementary School (2 4-hr. courses)
- Psychology of Exceptional Children (3 sem. hrs.)
- Psychology of the Mentally Retarded (3 sem. hrs.)
- Emotionally Disturbed Child (2 sem. hrs.)
- Physical Defects (2 sem. hrs.)
- The Gifted Child (2 sem. hrs.)

"Y" State University

- Exceptional Children (3 sem. hrs.)
- Undergraduate Open Seminar (0 to 9 hrs.)
- Independent Study (2 sem. hrs.)
- Thesis (2 sem. hrs.)
- The Gifted Child in School & Society (3 sem. hrs. or 1/2 to 1 unit)
- Psycho-Social Educational Aspects of Deafness (3 hrs. or 1/2 to 1 unit)
- Workshop & Lab in Education of Exceptional Children (4 to 8 hrs. or 1 to 2 units)
- Special Education of the Deaf I & II (5 hrs. or 1 to 1-1/2 units)
- Education of Disturbed & Conduct-Problem Children (3 hrs. or 1/2 to 1 unit) (units
- Psychology and Education of the Mentally Handicapped I & II (6 hrs. or 1 to 2
- Mental & Educational Measurement of Exceptional Children (3 hrs.or 1/2 to 1 unit)

"Z" College (Private)

- Education of Exceptional Children (3 sem. hrs.)
- Intellectual & Behavioral Development in Normal & Exceptional Children (3 sem.hrs.
- Introductory Practicum in Special Education (1 to 8 sem. hrs.)
- Educational Procedures in Special Education (3 sem. hrs.)
- Student Teaching in Special Education (4 to 12 sem. hrs.)
- Procedures Courses (3 hrs.)

Northwest Educational Cooperative

- Tests and Measurements
- Psychology of Exceptional Children
- Characteristics of Children with Learning and Behavioral Disorders
- Methods and Materials for Children with Learning and Behavioral Disorders
- Diagnosis and Remediation of Learning Disabilities

TABLE VIII

SPECIAL EDUCATION REQUIREMENTS AT COLLEGE "X", COLLEGE "Y", AND COLLEGE "Z"

	Number of Hours (sem.)		
	"X"	"Y"	"Z"
Education Course Requirements			
Teaching Reading in Elementary Grades	3	3	0
Number Systems	3	0	0
Speech for the Classroom Teacher	2	3	0
Foundations of American Education	3	2	0
Teaching in the Elementary School	4	3	0
Teaching Mathematics in the Elementary School	2	5	0
Music for Elementary Teachers	0	3	0
Classroom Programs in Childhood Education	0	2	0
Total	17	21	0
Special Education Course Requirements			
Foundations of Special Education	3	0	3
Teaching the Mentally Retarded	3	6	0
Physical Defects (Speech & Hearing Problems in the Classroom)	2	3	0
Mental and Educational Measurement of Exceptional Children	0	3	0
Educational Procedures in Special Education	0	0	3
Seminar in Special Education	0	0	3
Procedures	0	0	6
Total	8	12	15
Psychology Course Requirements			
Psychology of Exceptional Children	3	3	0
Psychology & Education of Mentally Retarded	3	6	0
Psychology of Early Childhood	2	3	0
Mental Hygiene	3	0	0
Psychology of Pupil Development (Educational Psychology)	3	3	0
Psychology of Personality	0	3	0
Total	14	18	0
Practicums - Student Teaching			
Introductory Practicum in Special Education (Exceptional Children)	0	0	8
Practicum I & II (Retardates)	5	0	0
Student Teaching (Educational Practice)	8	8	0
Student Teaching - Exceptional Children (Educational Practice)	0	3	16
Total	13	11	24
Total Hours Required in Major	52	62	39

Interns' Reaction to the Program, Interviews by Outside Evaluators

One source of data for student reaction to the program was extended interviews with the interns by outside evaluators. These interviews were conducted with two interns and ranged from thirty to forty-five minutes in length. The interviewers used a semi-focused interview structured around ten items which gathered student perceptions of the program, its emphasis, their judgements on the quality of the courses, the strengths and weaknesses of their experiences up to date, the role of the project staff, and a summary evaluation of the program. A summary of their data in response to each of the questions follows.

Students were asked to describe the program in which they were interns, and the interviewers noted which features they tended to single out, believing that these were important characteristics of the program as perceived by the interns. Some of the important areas singled out were that the program consisted of taking fifteen hours of course work which provided them with a fund of professional knowledge, along with a student teaching-clinical experience, being involved in field trips, and having the opportunity to study problems they met in classrooms in many phases of the program. Many of the interns singled out the fact that they were involved in the newest type of program which involved an interweaving of theory and practice and that they were also developing close working relations with other people in the group. It was described by several of the interns as a total immersion experience in which the time and the energy expenditure was great. At first they were intimidated by the diffuse amount of information needed in the development of specialized knowledge in the area of special education. One intern rather succinctly described the procedure as a short-cut method to providing highly skilled people in the field through a procedure of selection and the tying in of the course work and the clinical experience. As a group, the interns were very high in their praise of the design of the program and described it as an invaluable arrangement. Another unusual dimension of the program which was singled out was the gaining of experience in a geographic area, where in all likelihood they would be employed. Other interns singled out the government funding of the program, and were most grateful for the stipend which they received as students. Several commented that they would have been unable to return to school without it because of the financial burdens at home and that their husbands would not have been able to subsidize their return to college. On the whole they singled out the program's design of being in the community, having the course work brought to them, and having the course work tied in with the clinical experience as being of great significance in their participation.

The interns were asked how the program differed from programs they had participated in previously in their undergraduate training. While there were a number of differences mentioned, they tend to fall under three areas: format and design of the program, the type of individuals who were in the program, and the supporting group membership that seemed to emerge from the program as it moved along.

On the format and design of the program, they found it to be very intense, with the course work being heavier and the clinical experience more demanding than any other program of higher education they had experienced. They found that they had had a wider range of experience with more schools in shorter time and the field trips had given them a quality of experience that they had not experienced before. Moreover, the clinical experience resulted in a direct interweaving of theory and practice with the emphasis on problem solving. They found this highly desirable. There was a continuous citing of the importance of direct application of course work. Despite their unstinting praise of the approach, they felt it was quite exhausting and demanding and that a person had to also receive some understanding and assistance from their families in order to maintain the work load that was required. The type of individuals who were selected in the group was seen as differing considerably from the type of individuals they had met in traditional programs they had been in previously. Several of them cited that attitudes were more mature than the common group of professional educators, and that they were also more committed to becoming special education teachers and liked what they were doing.

They did cite that as a group they had required a great deal of family cooperation due to the intensity of the program, and as a whole, their families had been supportive of their efforts. As a result of being more mature now than they were as undergraduates, they felt it made for a different attitude, more concern, more focused efforts, and a greater sense of dedication. As one intern said, having been a mother does make a great deal of difference in your ability to empathize with students. Also she noted that there were only three people in the program who did not have children, who experienced some degree of difficulty with school.

The third area in which the program differed was the amount of group support that the interns felt they received from other interns. As one intern reported, as a group of twenty-four we suffered the same pains, we had the same problems in twenty-four ways, but we always ended up leveling with each other and supporting each other. This has certainly helped me through this period. The group support also was a valuable part of the learning experience and was cited by a great many other students. They said they tended to react to one another, contribute to each other, criticize one another, and support each other as they discussed their clinical experience. They said their classes did not have a great deal of formal lectures and though they had considerable permissiveness in their discussions, there was still a structure. The interns felt they were building a great fund of professional knowledge. That they had become quite a close-knit group was emphasized by several of the interns. As the group feeling had grown, they had tended to lean on one another for support and had become a total group helping with a range of problems, some of them not necessarily connected directly with their school work. In the main, the interns felt that they were a special group of people inasmuch as they recognized that there had been a highly selective process followed in which twenty-four were selected out of roughly eighty who were interviewed.

As a second part of this section of the interview, the interns were asked to give their impression of their fellow students. They mentioned that the group of twenty-four interns was quite varied as far as personalities and brought a wide variety of experiences with them. What they had in common, though, was a classroom focus on preparing as teachers of special education students. In describing the group, they used such adjectives as "people who had a total interest", "high in industry", "evidenced good scholarship in the past", and "people who had high motivation". Several of the interns mentioned the fact they felt that they were special people who had been selected and that they had not only great intellectual ability but had a high degree of personal skills, and would rate high on any scale of people who had great interest in human endeavors. The interns felt that they were very respectful of individuals. As a group they described each other as flexible, they read a great deal, and were all success oriented. The group was outstanding in that it did not recruit from among the traditional losers, but had managed to select people who were secure and interested in developing their careers in new dimensions. As one intern stated, "We're not afraid, and don't have to hide who we are." As a group of people, the interns found each other to be highly stimulating and exciting people to be associated with. A number of them stated that they would choose each other over practically any other group that they had ever spent an extended length of time with. The evaluators observed that there was an extremely high degree of cohesion among this group.

The interns were interviewed on specific parts of the program design, particularly separating the college courses and the clinical experience. They reported in the main, that their courses were for the most part well taught, and that in the exception, where there was general criticism of the course, the instructor was teaching out of his field of preparation. Also, in the situation where there had been what appeared to be unreasonable assignments, they had been able to discuss the goals and direction of the course and to get a realignment, with the aid of the Director. At one point in the beginning of the courses, as with many new programs, they had experienced some difficulty in obtaining the material given for reading assignments, but that the project staff had been very helpful. One course which was singled out as being excellent, and which tied together very closely the academic material and clinical experience was the course on materials and methods. In all the interviews it received praise, for among other things, they found that they could make direct applications of their learning in class. They also said that there was great receptivity among their critic teachers, who were very eager to use the materials and methods that they had learned in class and were applying in these clinical settings. Moreover, in the other course, Psychology of Exceptional Children, that was described as being excellent, the reasons given were that it provided direct help, there was no hedging, the instructor laid it on the line, and was quite specific both in her point of view and in her requirements. The field trips and visitations did add an excellent component and many interns thought, broadened their perspective.

Another characteristic of the courses that was brought out was that instructors attempted to practice with mature people the principles that they were attempting to teach them to use with students. There was a high emphasis on individualization and personalized instruction. Through the seminars, they were able to relate what they were learning in the courses and applying it to problems that they had faced. They did find, though, that the discussing of individual problems in the seminars proved not to be a wise expenditure of time, and they needed to switch and develop other arrangements whereby these could be taken up on a one-to-one basis with master teachers, project staff, or college professors. Included with the emphasis on individualization was also the strong thrust for remediation, characterized by the statement, "Our purpose is to get the student functioning in the main stream of school experience." There was a feeling among the interns that they had considerable control over the direction of the courses. Some interns commented that there was a considerable amount of student input which forced professors to direct courses to fulfill their problems and interests and that the courses had not wandered into esoteric academic topics. There is reason to believe that the setting in which the courses took place, where the professors went out to the school and worked within the context of the student experience, may have been an important facet in helping to structure the courses. The evaluators found evidence that the courses did relate to the interns' experiences and that the design of the program made it practically impossible to treat the professional knowledge as a formalized classroom subject separated from practice and having a life of its own outside of the clinical setting. This seems to be one of the main findings of this study with regards to the design of the program and the student perception of it. Also where the students were clear on their goal orientation, they applied pressure to having the instruction directed to these goals.

The interns were asked in the interview to look back over their classroom clinical experience and to evaluate it in terms of its strengths and weaknesses. They cited as one of the main strengths, the integration of theory and practice where they were able to bring their professional knowledge directly to bear and test out whether they could apply what they were learning. There was also another dimension to the integration in that there was a professional spirit of sharing which they appreciated as they delved into the clinical problems. Four of the interns cited as one of the main strengths the excellent master teacher they had who was a professional person in every way and helped them with invaluable constructive suggestions. A number of the interns also cited that they appreciated the freedom and flexibility they were given in their clinical situations to test new ideas.

One of the greatest strengths cited by practically all the interns was the assistance they received from the project staff. They felt that particularly the Director of the program had gone above and beyond the call of duty and that she had been an excellent administrator and a very gifted teacher. Her ability to organize the program on short notice and to be able to handle all the details necessary to make this a pleasant experience was perhaps a major contribution to the success of the program. The interns felt that one of the great strengths of the program was having a spectrum of materials available and being able to test them out in the classrooms. They also mentioned other dimensions which made for strength in the program, the strong group cohesion, the valuable associations that they had built up among the intern group and the constructive criticism that they had received from their peers. Some of the interns mentioned that the program was strong in that it was being held within the environment in which they would probably accept jobs. A few of the interns also cited that the stipend was a valuable part of the program. It allowed them to participate in further education endeavors. Without it they would have been denied this had no financial arrangements been made.

On weaknesses of the program, they tended to cluster around the master teachers in the clinical settings. Many of the interns felt that the master teachers were not as professionally competent as they would have desired. Moreover, they did not appear to have a very clear understanding of their role in the program and six of the interns said that they found that their master teachers tended to be confused, insecure, and rather limited in their approaches to special education. It is the evaluator's findings that there developed a series of problems in master teachers working with this group of interns. It may be that they were not of the same quality as the interns and had not gone through as highly selective programs, therefore felt intimidated when they met individuals who were academically and perhaps socially, far superior in skill and knowledge than they were. This is likely to be a rather common problem, in view of the present job market for teachers. The teachers now holding positions in a classroom may very well receive individuals in training who have come through much more highly selective programs and who pose a threat to them. A second source of the problems may have stemmed from the lack of training for assumption of the role of master teacher, which is largely attributable to the short start-up time alloted by the funding. However, there is little evidence that these tensions affected the program, and where strong, were limited to one or two situations.

Another area of weakness singled out was the personal frustration they felt in the intensity of the course work. Due to the need to give interns experience in a range of subject matter, three of the interns felt that they did not have time to go into any depth of study on individual areas such as socially maladjusted. They also would, if possible, have chosen to had more experience with a broader range of children in their clinical settings than they were provided. Some of the interns who worked in resource rooms faced only a limited number of children and did not have experience with a broad range of special education clients such as they might meet under other circumstances. There was some criticism of the weakness of the program for not having library materials immediately available, a problem common to all field programs. The staff of the program did take measures to remedy this and some of the interns noted that this problem did tend to ease as the courses went along.

In the selection of college professors to teach the program, there was an occasion or two when the professor did not seem to be teaching in his speciality. Some of the interns were critical of the professor who was working out of his field and had not given them the kind of assistance that they wanted. In order to broaden the clinical experience, a few suggested that perhaps they would like to have had more opportunity to work in different clinical situations, and in some cases would like to have excerised a degree of choice in an assignment. Another weakness lay in the intensity of the program. Some of the interns felt that they could not fulfill some of their family obligations and they found the program terribly energy draining. This may not be only a function of the intensity of the program, but it may also relate to the types of individuals recruited. Although this was a rather limited complaint, and we could find no other evidence from other data from master teachers, principals, or the staff, that what they felt to be energy draining really reflected in their performance in the program.

Interns were asked to discuss how they were evaluated in the program. They cited the use of a variety of evaluation instruments. They all received a performance checklist, a copy of which may be found in Appendix B. They found these rating sheets quite useful in profiling their own strengths and weaknesses, although some of them felt that master teachers tended to get defensive over these data. These data were especially useful when the team leaders had worked with the students on interpreting them. All interns cited that they had been observed by master teachers and received assistance from them. The interns picked this out as being a very helpful and direct kind of assistance which then allowed them to work on various specific needs. The team leaders also provided helpful assistance and evaluation with feedback of their observational visits during the first semester. One intern said that the principal had visited her room and had conferenced with her briefly.

Within the course work the interns were evaluated through tests, as well as written and oral reports. The evaluation in the courses seemed to follow the usual lines of testing, written and oral reports. Interns tended to be acceptant rather than analytic about the use of this, and seemed to accept that this is the usual type of evaluation done in college classes. The critical incidents were used and analyzed as one part of feedback evaluation. While many of them found critical incidents were very difficult to write and imposed a rather severe challenge on them early, several of them did cite that it made them more analytical about clinical work. The rating checklist used with the master teacher, while assisting them, did require more interpretation than many master teachers were able to give and also was threatening to several of the master teachers in their functioning in the role of critic.

The interns were interviewed on their perceptions of the role of the project staff. They saw the project staff as being responsible for organization and administration of the program. In addition, they functioned in several other roles. They saw as the most important role the assistance that they received through observation, visitation, and support. The project Director rated particularly encomiums from the interns for her ability at developing excellent interpersonal relationships among the group and being able to support and assist them during the program. All project staff were cited as helpful, and one student described where placements had not been adequate at the beginning of the program, the project Director exercised her administrative discretion and sought out new placements for these individuals. The interns also found that the project Director was very useful in supplying resources and seeing that these were available at critical times. In short, in their assessment of the role of project staff they saw them as pivotal persons in the program, structuring the situation, maintaining and building opportunities for them. They found that they had carried out this role in an exceedingly efficient manner and were especially high in their praise for the Director, Mrs. Gillet.

The interns were asked, from their knowledge of other training programs of a similar nature, how they would rate their experience, given a five adjective choice: Excellent, Better than Average, Average, Mediocre, Poor. By a very heavy majority, the interns rated it as excellent, and the lowest rating the program received was better than average. They were universally high in their praise, and the ones who gave it the rating of less than excellent, appeared to be those who had either been dissatisfied in their field placement in the classroom or had found that the work load had required a tremendous adjustment on their part. Of particular importance in this program was the students' perception of the function of pay. Over half the students had stated that the stipend that they were paid was exceedingly important. When questioned whether this would be the major factor in deciding whether they would participate in the program or not, most said they would have attempted to participate in the program without it, but a few interns remarked that this would have ruled out their participation, due to their own financial need. Several of them recognized the significance of pay as also underscoring the significance of the program. They found that the stipend was a statement of the significance of the program, and it also encouraged and strengthened their own beliefs and commitments to engage in the heavy workload and the demanding regimen designed for the project. It is probably also true that the demands which could have been made on the interns was probably greater as a result of them being compensated for their time and activity. They, in the main, felt that they did not divide their time between the professional activity and other demands in their lives. In many of the interviews, there was evidence that most of the interns had foregone their social life as a result of participation in this program. In this evaluator's own estimate of the importance of pay, it is very important that recognition be given to the psychological factors represented in the stipend. There is no doubt that the interns saw this as a statement of the significance of this program and also, were willing to commit their undivided time to the project.

What seems to stand out in these interviews with the interns is that the recognition that they were a highly select group, also that they had a commitment in the area in which the project was directed, and that there was recognition given to the significance of this kind of training. All these factors seem to have played an important part in the interns' acceptance of a program that was certainly more demanding than that usually engaged in professional preparation. While bringing the course work and clinical experience together, it was concentrated into so short a time that it made tremendous demands upon the individuals and therefore required a different type of population than one might assume would be ordinarily found in a special education teacher training program.

COLLEGE STAFF REACTIONS

Four college instructors taught the formal classwork. With one exception, all were now teaching in special education programs at the college level, and the other was engaged in full time doctoral study. A brief telephone interview was held with three of the four instructors to obtain their reactions to the program. The interview was conducted along two dimensions, the design of the program and the assessment of the interns.

All instructors favored the overall design of the program, relating formal course work in a setting of extensive clinical experience. They were aware of the design being an important influence on shaping the way they taught their courses and structured the content. With the heavy input of field experience from the interns the classes tended to be less formally structured, and less dependent upon instructors' examples. Student participation was heavier and there was more student to student interaction than is usual in a college class. Despite the requirement of more travel and the use of facilities outside a university none thought this was a handicap to the program. The project staff had helped them provide the necessary library materials by placing their own personal libraries on loan and by ordering books from the EPDA budget that were basic to the field of special education and those to which college instructors had referred.

The college instructors were asked their impression of the design of this program compared to the usual structuring of a college program in this area. (The reader is referred to Tables VII & VIII which carries the outline of some typical programs.) They were enthusiastic and said they had had lengthy discussions with other staff members at their colleges on the project. One said that his university had been moving in this direction for some time, but that part time students restrict the amount of clinical experience that can be required. He felt the practice of skills was essential to formal course work in the area of special education. The significance of these scattered data probably lies in the acceptance and support of a field program of a design that is radically different from the conventional college programs.

College instructors were asked their impressions of the interns. All were in agreement that they constituted the best group in special education that they had worked with. Repeated in this portion of the interview they emphasized the tremendous motivation evidenced by the interns, their commitment and desire to become excellent practitioners. One experienced instructor said the interns were comparable to the top 10% of special education students in the university. A second factor which prompted comment from the three interviews was the class atmosphere of cohesion, warmth and cooperation. "These students have a sincere warmth and spirit of helpfulness toward each other", said one instructor. Their ability to utilize group resources in class problems was highlighted by another instructor.

One of the instructors in comparing his experience with another field program noted a tremendous difference in the climate and students. Despite the heavy load and intensity of the effort produced by crowding what is commonly a two year program into one year, Northwest Educational Cooperative students were enthusiastically persistent as compared to another field program. In the other situation, students became discouraged and dropped out. He felt one difference may have been the supporting group atmosphere, but was not certain. The evaluator is persuaded that the careful systematic support provided by the project staff under the leadership of a gifted Director was the essential element in retaining all interns in the program. This comes through from several sources, and as indicated above was sensed by the college staff as a significant atmosphere element.

These data raised some interesting questions on the direction in which program design for special education should go. If college faculty do find experience in the field based programs more gratifying, will they accept the demands of travel and more makeshift facilities? Can typical public schools function as acceptable laboratories as schools more under the control of the university? If programs are designed with a heavy clinical emphasis and are field based, how would that influence the pattern of conducting research? These are only a few of the more general policy questions that this project raises.

MASTER TEACHERS AND INTERN ASSESSMENTS IN THE CLINICAL EXPERIENCE

The Northwest Educational Cooperative project had as one of its goals the development of new roles for master teachers in public schools who would work with a teacher training program. An attempt was made to devise an instrument which would assess the perspectives of the two participants, intern and master teacher and to relate these to role compatability or role conflict. The instrument devised was adopted from one used in an extensive study by Hadley Cantril and Lloyd Free. (The Pattern of Human Concerns, Rutgers University Press, 1965). The instrument uses a self anchoring scale approach which lets the respondent establish the parameters to his assessment, instead of forcing him into a judgment within a range set by the researcher. It has been a particularly effective way of obtaining perceptions of subjects in areas where the dimensions are relatively unknown and the researcher wants to avoid superimposing his own view of the situation on his respondents. A copy of the instrument may be found in Appendix B.

The instrument consisted of a ladder drawn with 10 steps numbered. The instructions were:

A. Using short descriptive adjectives and phrases (e.g., intellectual, well prepared, clever, gets along with people) list those characteristics or traits of the best teacher in your chosen area of preparation.

B. Again using short descriptive adjectives and phrases list those characteristics or traits of the poorest teacher in your chosen area of preparation.

C. On the left margin of this sheet is a ladder where the best teachers having the characteristics or traits of A stand at the top and the poorest teachers having the characteristics or traits in B stand at the bottom.

    a. Assessing the interns strengths and weaknesses encircle ○ the number where you believe she stands at this time.

    b. Draw a square ☐ around the number where you believe she will stand in three years.

    c. Underline ____ the number where you believe she will stand in five years.

    d. Make a check ✓ in the box where you believe you stand.

The instrument was administered to both master teacher and intern separately and scored by the evaluator. Differences in ratings in role assessment and actual numerical ratings are carried in Table IX and Table X. These ratings are summarized and compared in Table XI. Some of the role conflict previously mentioned can be detected in these ratings. As Table XI indicates, the master teachers rated themselves higher than the interns rated them. The master teachers also rated the interns higher than they rated themselves. Whether this be a function of insecurity of the master teacher or even of sophistication of the intern over the master teachers is purely conjecture. Nevertheless, some evidence of the role conflict can be seen in these data.

In the comparison of assessments, tests were run on the means of the independent ratings by master teachers and interns. None of these approached significance. However, a qualitative analysis was made of the five most discrepant ratings of master teachers and interns. An analysis was made of the anchor referents used by both parties to see if differences in the traits assigned to the best and worst teachers -- the anchor referents for the ladder -- were different. Using numbers to identify the interns this analysis turned up the following data.

Intern Four: Critic rates self a *ten* - emphasizes personality of the ideal teacher - dedicated, intelligent, open minded, tactful; rates a poor teacher as emotional, unprofessional, insecure.

Intern rates the critic a *six* - emphasizes enthusiasm, stimulation - interesting, vivacious; a poor teacher seen as unreasonable.

Intern Six: Critic teacher rates self a *ten* - emphasized knowledge of materials - subject-oriented, teacher-centric, e.g., well prepared, intellectual, good command of the language, appearance.

Intern rates critic as *two* - emphasizes affective skills - understanding; a poor teacher is seen as authoritarian, lacking interest in children.

Intern Eleven: Critic rates self a *nine* - intern rates critic a *six* - both emphasize personality traits - flexible, consistent; poor teacher seen as temperamental. Critic lists more skill-oriented traits - knowledge of teaching techniques, demonstrating skill in motivating pupils.

Intern Twelve: Critic rates self a *nine* - intern rates critic a *four* - They list similar traits, but critic lists more (approximately two times as many) traits, and includes more teacher-oriented traits - well prepared, clever, researches lesson plans, proper utilization of educational materials.

Intern Thirteen: Critic rates intern in three years as an *eight* - intern rates self in three years as a *four*; critic rates intern in five years as a *ten* - intern rates self in five years as a *five*. The intern is very concerned with communication and awareness, sees a poor teacher as dogmatic, rigid, lack of interest; the critic is more concerned with organization, professionalism, and consistency.

From these qualitative data a difference in roles is detectable. The two traits emphasized may be seen as different perceptions of the importance of traits. They divided to some extent along the lines of teacher personality versus businesslike, systematic organization. This division comes through most clearly in intern

Thirteen's case. For the reader who is interested in further data, the collation of traits cited by interns and master teachers is carried in Appendix A. They reflect some commonalities of individuals as special education teachers. One is also tempted to look for the institutionalization factors which frame the selection of teachers' traits - but the data do not permit this analysis. The ratings on the scale do regress toward a common mean as the length of time is increased, i.e., being in more agreement of where an intern will stand in five years than now. This may be prophetic of institutionalization of a special education teacher into a common professional culture.

TABLE IX

DIFFERENCES IN RATINGS IN ROLE ASSESSMENT BY MASTER TEACHERS AND INTERNS

	Critic Teacher	Intern Now	Intern in 3 yrs.	Intern in 5 yrs.
1.	0 (8,8)	(7,0)	0 (8,8)	0 (9,9)
2.	+1 (10,9)	+2 (8,6)	+2 (10,8)	+1 (10,9)
3.	-2 (8,10)	+1 (7,6)	_1 (8,7)	+1 (9,8)
4.	+4 (10,6)	-2 (6,8)	-1 (8,9)	-1 (9,10)
6.	+8 (10,2)	+1 (7,6)	0 (9,9)	0 (10,10)
7.	-1 (8,9)	+1 (7,6)	0 (9,9)	0 (10,10)
8.	__ (r,9)	-2 (6,8)	-2 (8,10)	0 (10,10)
10.	-1 (9,10)	+3 (6,3)	__ (u,4)	__ (n.a,n.a)
11.	+3 (9,6)	0 (8,8)	+1 (10,9)	+1 (12,9)
12.	+5 (9,4)	+2 (9,7)	+2 (10,8)	+1 (10,9)
13.	-2 (7,9)	+1 (5,u)	-4 (4,8)	-5 (5,10)
14.	+1 (10,9)	__ (u,7)	0 (9,9)	0 (10,10)
15.	+2 (9,7)	0 (7,7)	-1 (8,9)	-1 (9,10)
16.	__ (n.a,7)	-1 (7,8)	-2 (8,10)	__ (8,n.a)
17.	-1 (9,10)	-1 (9,8)	+1 (10,9)	0 (10,10)
18.	+1 (10,9)	+1 (9,8)	+1 (10,9)	0 (10,10)
19.	+1 (10,9)	-2 (8,10)	-1 (9,10)	-1 (9,10)
20.	-2 (8,10)	+1 (7,6)	0 (8,8)	0 (10,10)
22.	0 (10,10)	0 (10,10)	0 (10,10)	0 (10,10)
23.	0 (10,10)	0 (8,8)	+1 (10,9)	0 (10,10)
Mean Difference	1.94	1.10	0.946	0.666

+ Master Teacher Rating Higher

TABLE X

ACTUAL NUMERICAL RATINGS GIVEN
MASTER TEACHERS AND INTERNS IN ROLE ASSESSMENTS

	CRITIC TEACHER		INTERN NOW		INTERN 3 YEARS		INTERN 5 YEARS	
	C.RATE	I.RATE	C.RATE	I.RATE	C.RATE	I.RATE	C.RATE	I.RATE
1.	8	8	7	unscorable	8	8	9	9
2.	10	9	8	6	10	8	10	9
3.	8	10	7	6	8	7	9	8
4.	10	6	6	8	8	9	9	10
6.	10	2	7	6	9	9	10	10
7.	8	9	7	6	9	9	10	10
8.	refused	9	6	8	8	10	10	10
10.	9	10	6	3	unscorable	4	n.a.	n.a.
11.	9	6	8	8	10	9	10	9
12.	9	4	9	7	10	8	10	9
13.	7	9	5	4	8	4	10	5
14.	10	9	unscorable	7	9	9	10	10
15.	9	7	7	7	8	9	9	10
16.	n.a.	7	7	8	8	10	8	n.a.
17.	9	10	9	8	10	9	10	10
18.	10	9	9	8	10	9	10	10
19.	10	9	8	10	9	10	9	10
20.	8	10	7	6	8	8	10	10
22.	10	10	10	10	10	10	10	10
23.	10	10	8	8	10	9	10	10
$\overline{X}$	9.11	8.15	7.42	7.05	8.95	8.40	9.63	9.39
S^2	0.93	4.87	1.59	3.05	0.83	2.88	0.36	1.55
SD	0.96	2.21	1.26	1.75	0.91	1.70	0.60	1.24
N	18	20	19	19	19	20	19	18
*r =	0.194		0.621		0.248		0.0056	
N =	18		19		19		18	

*Y's = Not significant

TABLE XI

RATINGS BY MASTER TEACHER AND INTERN OF EACH OTHER ON SELF ANCHORING SCALE

1) Rating of Master Teacher (N=20)

Complete agreement	15%	(3)
Master Teacher rates self higher	45%	(9)
Intern rates Master higher	30%	(6)
Unscorable	10%	(2)

2) Rating of Intern Now (N=20)

Complete agreement	20%	(4)
Master Teacher rates intern higher	45%	(9)
Intern rates self higher	25%	(5)
Unscorable	10%	(2)

3) Rating of Intern in 3 years (N=20)

Complete agreement	30%	(6)
Master Teacher rates intern higher	40%	(8)
Intern rates self higher	25%	(5)
Unscorable	5%	(1)

4) Rating of Intern in 5 years (N=20)

Complete agreement	50%	(10)
Master Teacher rates intern higher	25%	(5)
Intern rates self higher	15%	(3)
Unscorable	10%	(2)

PRINCIPAL EVALUATION OF INTERNS

At the end of the first semester the interns were then placed in a full time situation. Of this group, eight were placed in regular classrooms, although there were in some of these classrooms a clustering of students who had learning disabilities, they were not listed as special education classes. Others were placed in resource rooms, one as a teaching assistant, and three were placed as teacher aides. As one part of the evaluation, principals were asked to evaluate these teachers who had now accepted full responsibility for groups of children. A modification of a standard instrument for teacher evaluation was used. It was distributed to the principals and asked to be returned after the interns had been on the job and gotten adjusted to the teaching situation for several months. All of the forms were returned. The data were compiled and are carried in Table XII. Before discussing the data, it must be observed that at the time of the placement the job situation had changed radically in teaching, and there was now a tremendous surplus of teachers. Also, school districts had come under increasing budget stress, and were reluctant to open up any new programs, even one as heavily funded as special education. Therefore, the program encountered a great deal of difficulty when it came to placements, and it was only through the diligent efforts of Mrs. Gillet that all the interns were placed. A copy of the evaluation form used by the principals to evaluate the interns can be found in Appendix B.

The evaluation form contained directions for rating the candidate. These directions were as follows:

"This appraisal is a supervisor's comparison of one person with a full scale of others comparable he knows ranging from the poorest to the best. No distinction should be made in the appraisal between probationary, substitute, inexperienced, and experienced personnel. In other words, comparison of the teacher should be with all teachers, irrespective of training or experience. What is wanted is an evaluation that comes as close as possible to a single standard for all teachers, or people in a comparable position."

At the top of Table XIV are carried the gradations of ratings, the items on the left represent dimensions that were included in the ratings. These dimensions are grouped under four headings. These four categories were personnel characteristics, professional proficiency, professional relationships and attitudes, and as compared to other teachers. The individual items are not described but the reader who is interested is referred to the instrument in Appendix B. As is evidenced by inspection of Table IX, the ratings tended to be skewed and to cluster heavily in the upper ranges of the scale, Very Good to Excellent. Moreover, there were very few Unsatisfactory and Poor and a limited number of Fair ratings. It is an uncommon distribution, assuming that in a rating scale of this type there would be a more normal distribution of scores among the items. Also, compared to other first year teachers, twenty-one out of the twenty-four were rated in the upper 1/2. Of these twenty-one, eleven were rated in the upper 25% or the top quartile. Only one teacher was rated in the lower quartile, which is important evidence on the quality of the people who were selected for this program. For statistical analysis, the ratings were divided equally into two classifications; "Good, Very Good, or Excellent", and "Unsatisfactory, Poor, and Fair". Assuming that there should be approximately equal distribution of cases in each of these cells, a chi-square was run and is reported in Table XIII.

All the chi squares were significant at the .001 level except one which achieved significance at the .005 level. We may feel safe in concluding that on the basis of the principals' judgments, the interns were viewed as a superior group of teachers well above the average of experienced as well as beginning teachers. As further evidence of the interns' performance as teachers, with two exceptions, all principals wanted the intern to stay on as regular teachers if they had a vacancy.

TABLE XII

EVALUATIONS OF INTERN TEACHERS BY PRINCIPALS

Rating Item	Unsatis-factory	Poor	Fair	Good	Very Good	Excellent	No data
I. PERSONAL CHARACTERISTICS							
1.	0	0	1	4	11	8	
2.	0	0	0	6	9	9	
3.	0	0	1	5	6	12	
4.	1	0	2	2	12	7	
5.	1	0	1	4	10	8	
6.	1	0	2	3	14	4	
7.	0	1	2	4	9	8	
II. PROFESSIONAL PROFICIENCY							
8.	0	0	1	8	11	3	1
9.	0	0	1	6	10	5	1
10.	0	0	2	6	11	4	1
11.	1	0	2	4	6	11	
12.	0	0	2	5	9	8	
13.	1	0	2	2	12	7	
14.	0	0	2	4	12	6	
III. PROFESSIONAL RELATIONSHIPS & AND ATTITUDES							
15.	0	0	1	6	7	3	7
16.	0	0	1	4	6	13	
17.	0	0	4	7	3	10	
18.	1	0	1	5	5	10	2

IV. AS COMPARED WITH OTHER TEACHERS	Lower $\frac{1}{4}$	Lower Middle $\frac{1}{4}$	Upper Middle $\frac{1}{4}$	Upper $\frac{1}{4}$
	1	2	10	11

TABLE XIII

N.E.C. PRINCIPALS' EVALUATION OF INTERNS, STATISTICAL ANALYSIS

Rating Item	Low Rating	High Rating	Chi-square
I. PERSONAL CHARACTERISTICS			
1.	1	23	20.12**
2.	0	24	24.00**
3.	1	23	20.12**
4.	3	21	13.50**
5.	2	22	16.66**
6.	3	21	13.50**
7.	3	21	13.50**
II. PROFESSIONAL PROFICIENCY			
8.	1	23	20.12**
9.	1	23	20.12**
10.	2	22	16.66**
11.	3	21	13.50**
12.	2	22	16.66**
13.	3	21	13.50**
14.	2	22	16.66**
III. PROFESSIONAL RELATIONSHIPS & ATTITUDES			
15.	1	23	20.12**
16.	1	23	20.12**
17.	4	20	10.66*
18.	2	22	16.66**
IV. AS COMPARED WITH OTHER TEACHERS			
	3	21	13.50**

Note -- Chi-square value significant at the .005 and .001 levels are indicated, respectively, by one and two asterisks.

CLASSROOM OBSERVATIONS OF INTERNS SECOND SEMESTER

Once the interns had been assigned and had had an opportunity to adjust to the classrooms, outside evaluators observed each of the interns on a systematic observation schedule developed by McElhinney and Kunchel. A copy of this instrument can be found in Appendix B. This instrument collects data along seven major dimensions of the classroom. The seven categories for data are: instructional materials and personnel, classroom interaction, rewards and punishment, climate, teacher and teaching characteristics, and the learning experience. The observer checks a total of fifty items in the seven categories. Visits of thirty to forty-five minutes were made to eleven classrooms. Where interns were not in a regular classroom, a group interview was held.

Items are checked on a five point scale. The means of these ratings and their ranges are carried in Table XIV. A rating of three would represent an average rating in a classroom, but not an average rating for a new teacher. On this scale, new teachers receive ratings of 1.5 to 2. These data are compared with data obtained in seven hundred observations of elementary classrooms in a city in Illinois. The mean observation was 3.0 for all classrooms, with new teachers rating lower.

In these observations one notes that 41 of the mean ratings out of 50 are at 3.0 and above and nine are at 4.0 and above. This represents an extremely high rating for beginning teachers. In one area the ratings are noticeably lower, the category of classroom interaction. The interns reflected a high degree of teacher directedness which is in helping with the diagnosis, prescription, implementation and evaluation of goals of the program. Tables XV through XXI carry a profile of these mean ratings. The range is of interest on these observations. One observation accounted for the majority of low rankings. This intern had consistently low ratings on all evaluation data.

In one instance the observer rating did not coincide with the principal's rating, giving the teacher a far higher evaluation. However, this principal, despite his low rating of the intern had hired the intern to fill a vacancy in the school and was using her as a resource teacher to other faculty in the school. It is noted that this intern ran a very active room with children feeling free to move around. But upon closer inspection, there were many outstanding products of children's learning experiences observable in this room and the surface climate was not an impediment to learning. One wonders if the principal's evaluation is being colored by impressions of the surface appearance of the room.

With few exceptions, interns received outstanding comparative ratings in these classroom observations. The ratings also reflected to a certain extent the program goals. They paralleled in most cases data from principal evaluations, student assessments and project staffs' observations. In sum, they support the contention that the interns are a superior group of teachers.

TABLE XIV

RANGE OF CLASSROOM RATINGS ON OBSERVATION SCHEDULE

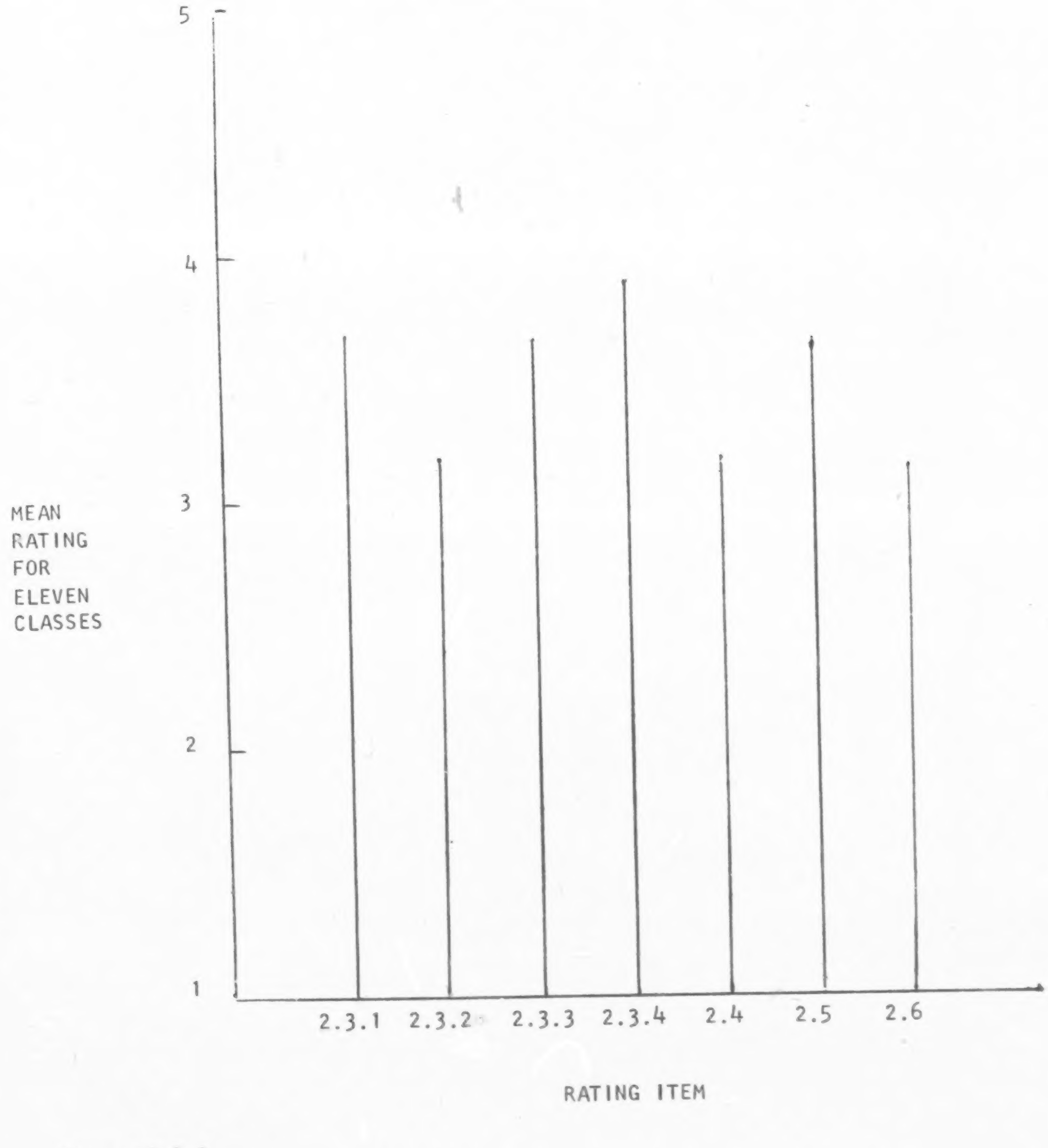
Category and Item Number	Lowest Rating	Highest Rating	Mean Rating	N
Instructional Materials and Personnel				
2.3.1	2	5	3.63	11
2.3.2	2	5	3.18	11
2.3.3	2	5	3.63	11
2.3.4	3	5	3.90	11
2.4	2	4	3.18	11
2.5	3	4	3.63	11
2.6	2	4	3.18	11
Classroom Interaction				
3.2	2	5	4.00	11
3.3	1	3	2.36	11
3.4	1	3	2.18	11
3.6	2	3	2.54	11
3.7	1	4	2.90	11
3.8.1	1	3	1.90	11
3.8.2	1	4	2.54	11
3.8.3	1	4	2.09	11
3.8.4	1	4	2.50	10
Rewards and Punishment				
3.5.1	2	5	4.09	11
3.5.2	1	5	3.72	11
3.5.3	3	5	4.20	10
3.5.4	2	5	4.00	11
3.5.5	3	4	3.62	8
3.5.6	2	5	3.81	11
3.5.7	2	5	3.27	11
3.5.8	2	5	3.70	10
3.5.9	2	5	3.27	11
3.5.10	3	5	4.00	6

Climate					
3.9.1	Reversed*	3	5	4.00	11
3.9.2	Reversed	3	5	4.19	11
3.9.3	Reversed	2	4	3.27	11
3.9.4		2	4	3.18	11
3.9.5	Reversed	2	5	3.72	11
Pupil Behavior					
4.1		1	5	3.90	11
4.2		2	5	3.90	11
4.3		1	4	3.00	11
4.4		2	5	3.81	11
4.5		1	5	3.27	11
4.6		2	5	3.90	11
4.7		2	5	3.63	11
Teacher and Teaching Characteristics					
5.1.1	Reversed	2	5	3.72	11
5.1.2	Reversed	3	5	4.27	11
5.1.3	Reversed	1	5	3.27	11
5.2	Reversed	2	5	3.63	11
5.3	Reversed	2	5	3.63	11
5.4	Reversed	2	4	3.27	11
5.5	Reversed	1	5	3.36	11
5.6	Reversed	2	5	3.63	11
The Learning Experience					
5.7.1	Reversed	2	5	3.54	11
5.7.2	Reversed	3	5	3.72	11
5.7.3	Reversed	3	5	4.18	11
5.7.4	Reversed	1	5	2.91	11

* Reversed -- These items were reversed in the observation form to forstall response set in the observer. In order to keep them consistent with the other data, they are placed along the same dimensions as the other items.

TABLE XV

PROFILE OF MEAN RATINGS
INSTRUCTIONAL MATERIALS AND PERSONNEL

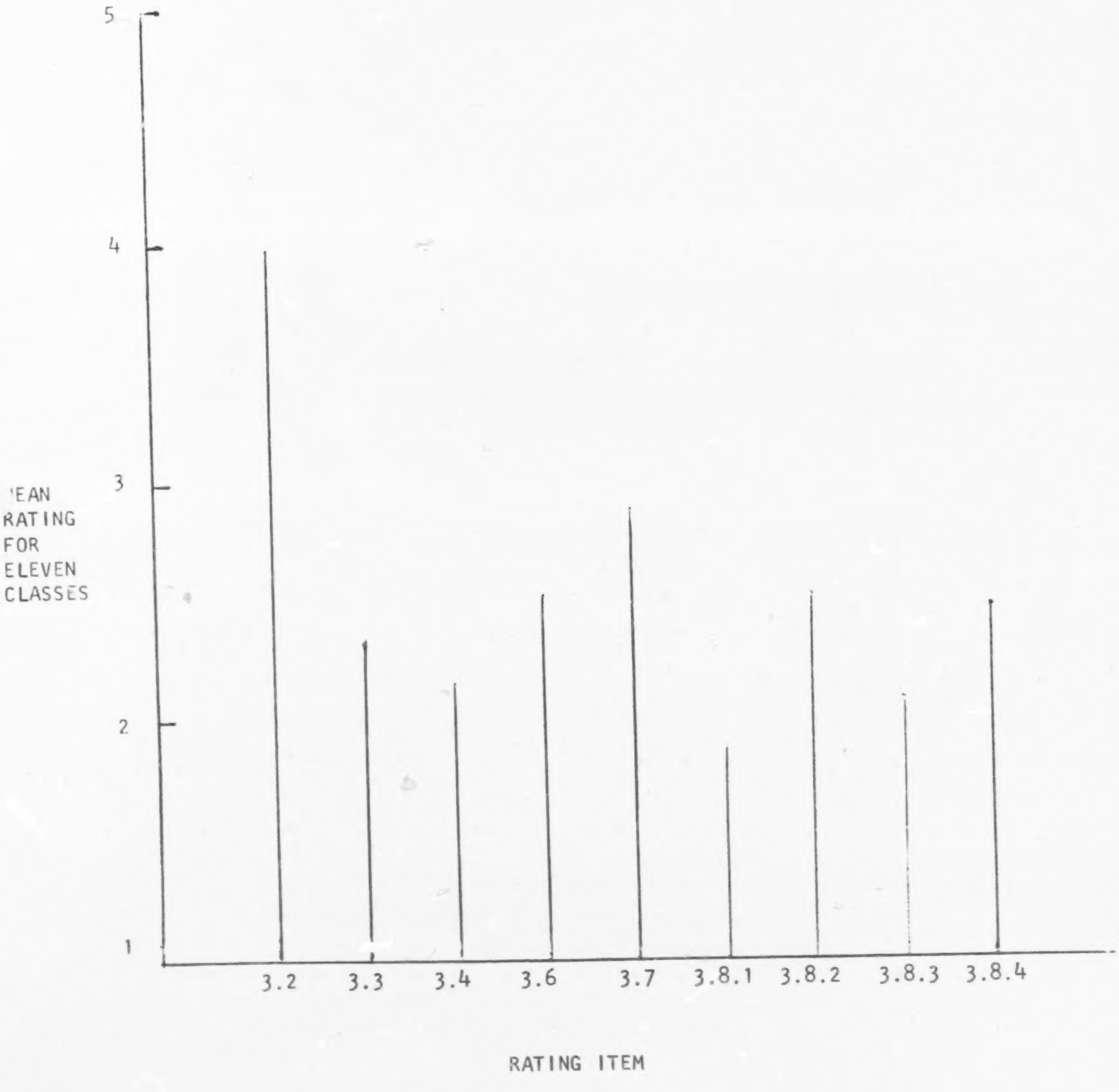


*Mean of 3.0

TABLE XVI

PROFILE OF MEAN RATINGS

CLASSROOM INTERACTION



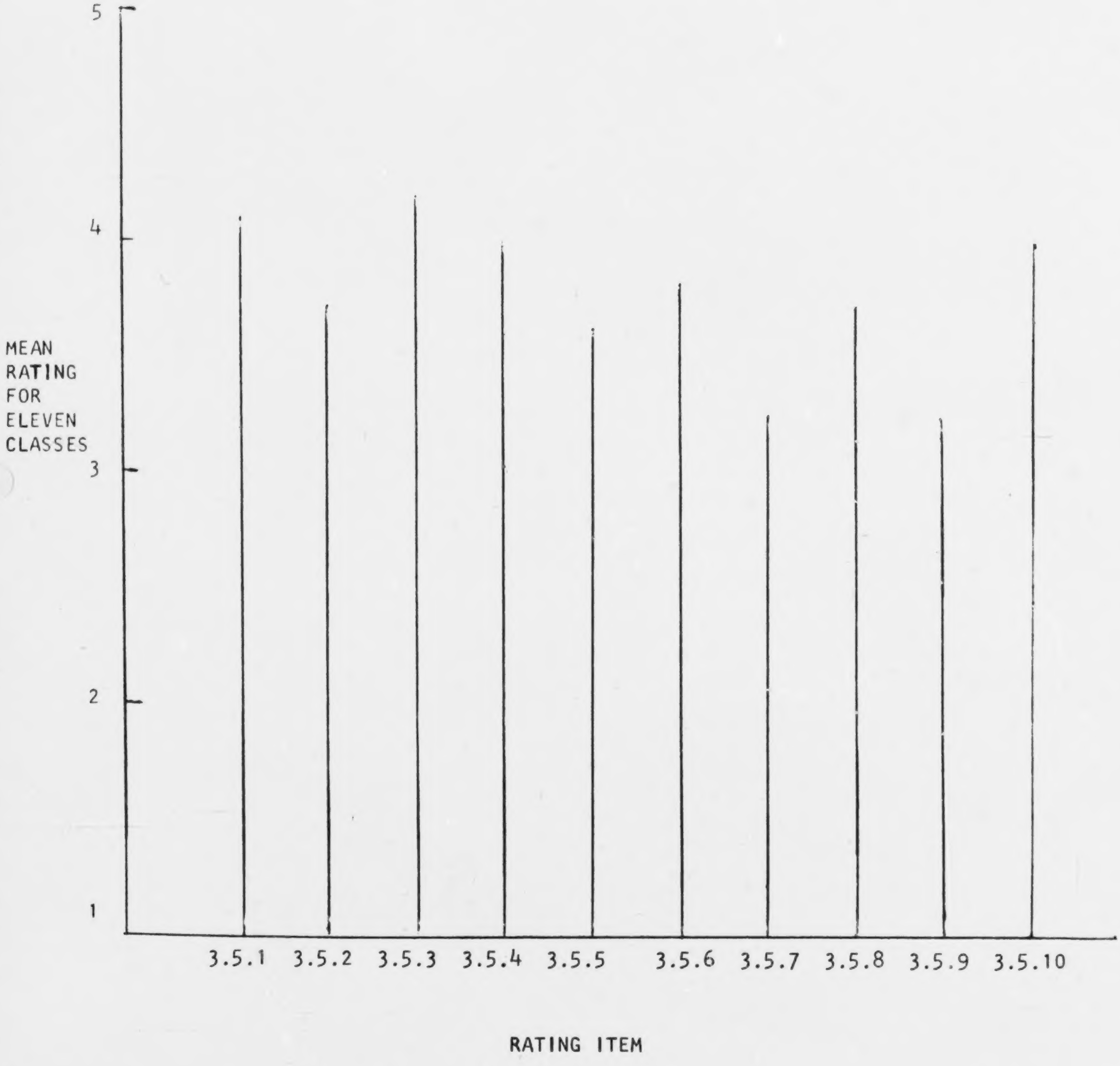
Mean 3.0

TABLE XVII

PROFILE OF MEAN RATINGS

CLASSROOM INTERACTION

Rewards and Punishment



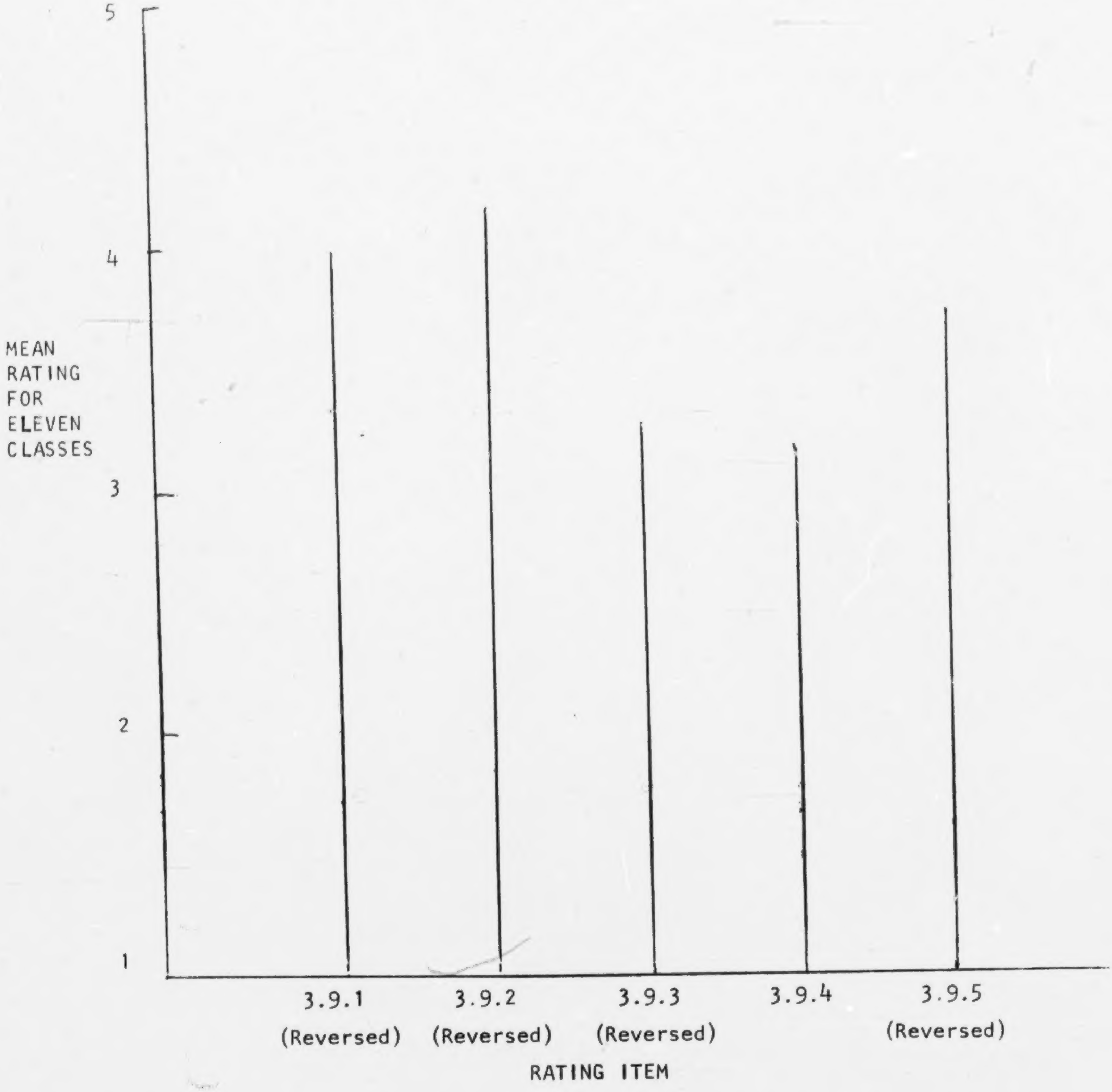
*Mean 3.0

TABLE XVIII

PROFILE OF MEAN RATINGS

CLASSROOM INTERACTION

Climate

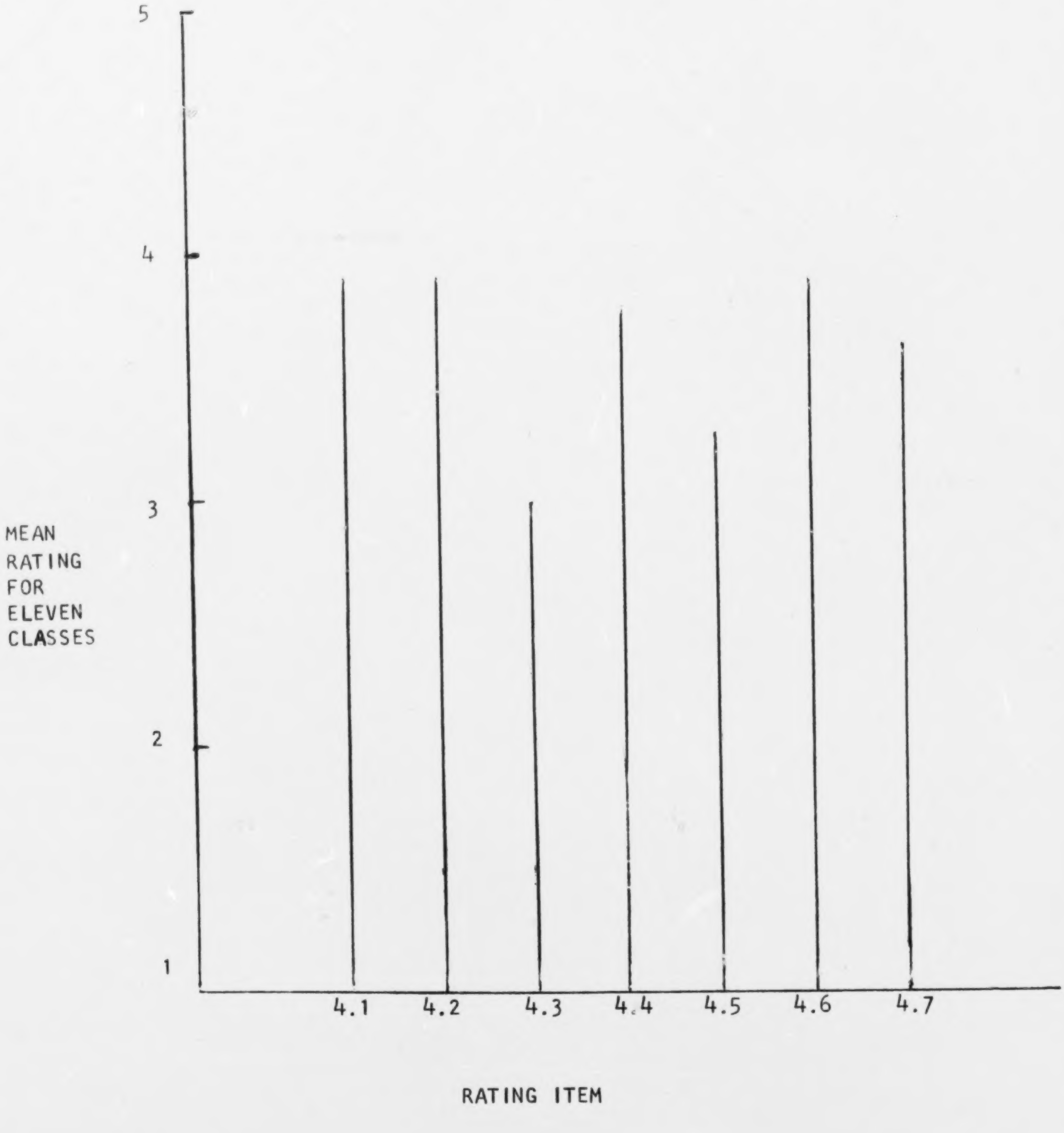


* Mean 3.0

TABLE XIX

PROFILE OF MEAN RATINGS

PUPIL BEHAVIOR

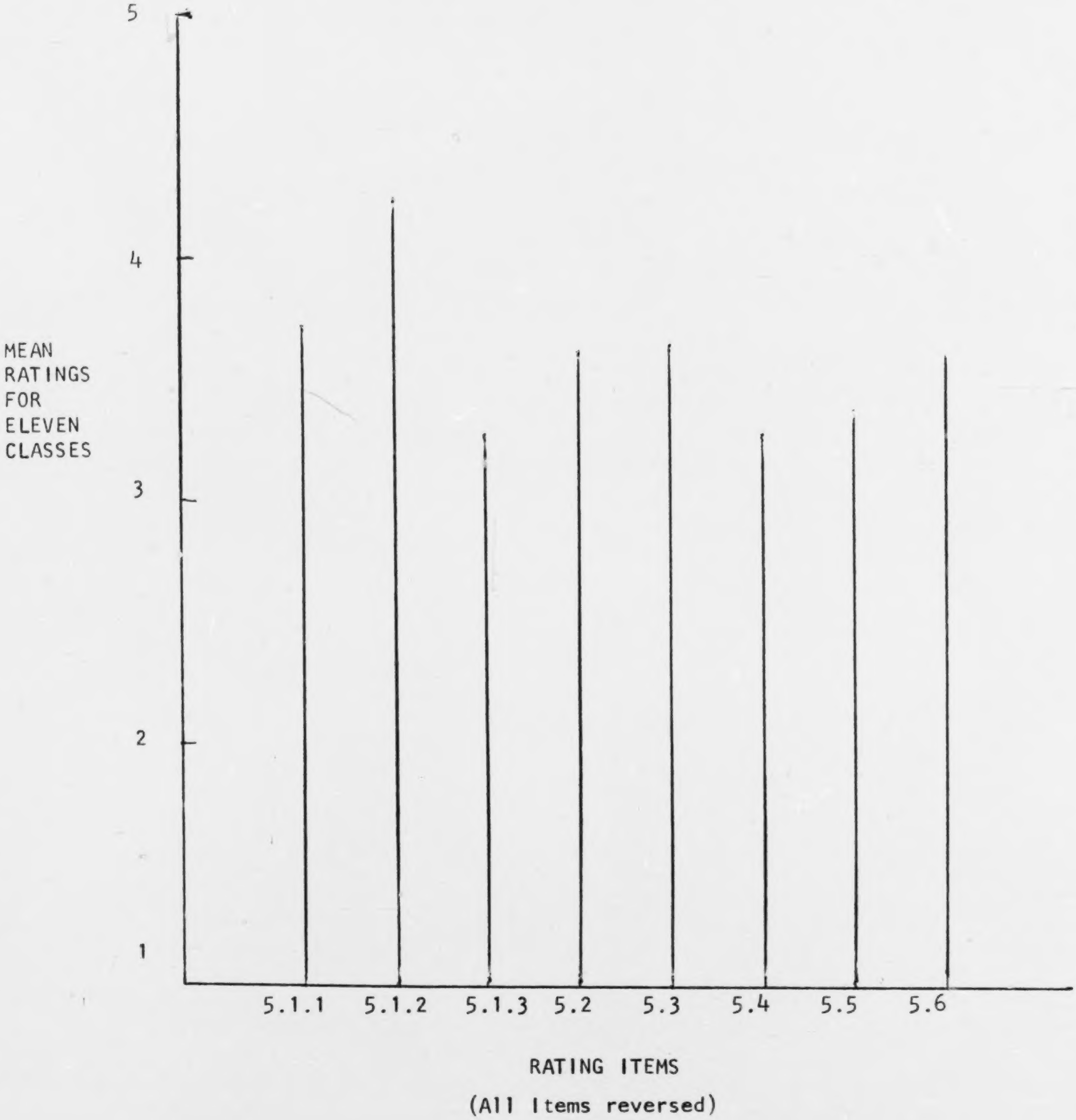


* Mean 3.0

TABLE XX

PROFILE OF MEAN RATINGS

TEACHER AND TEACHING CHARACTERISTICS



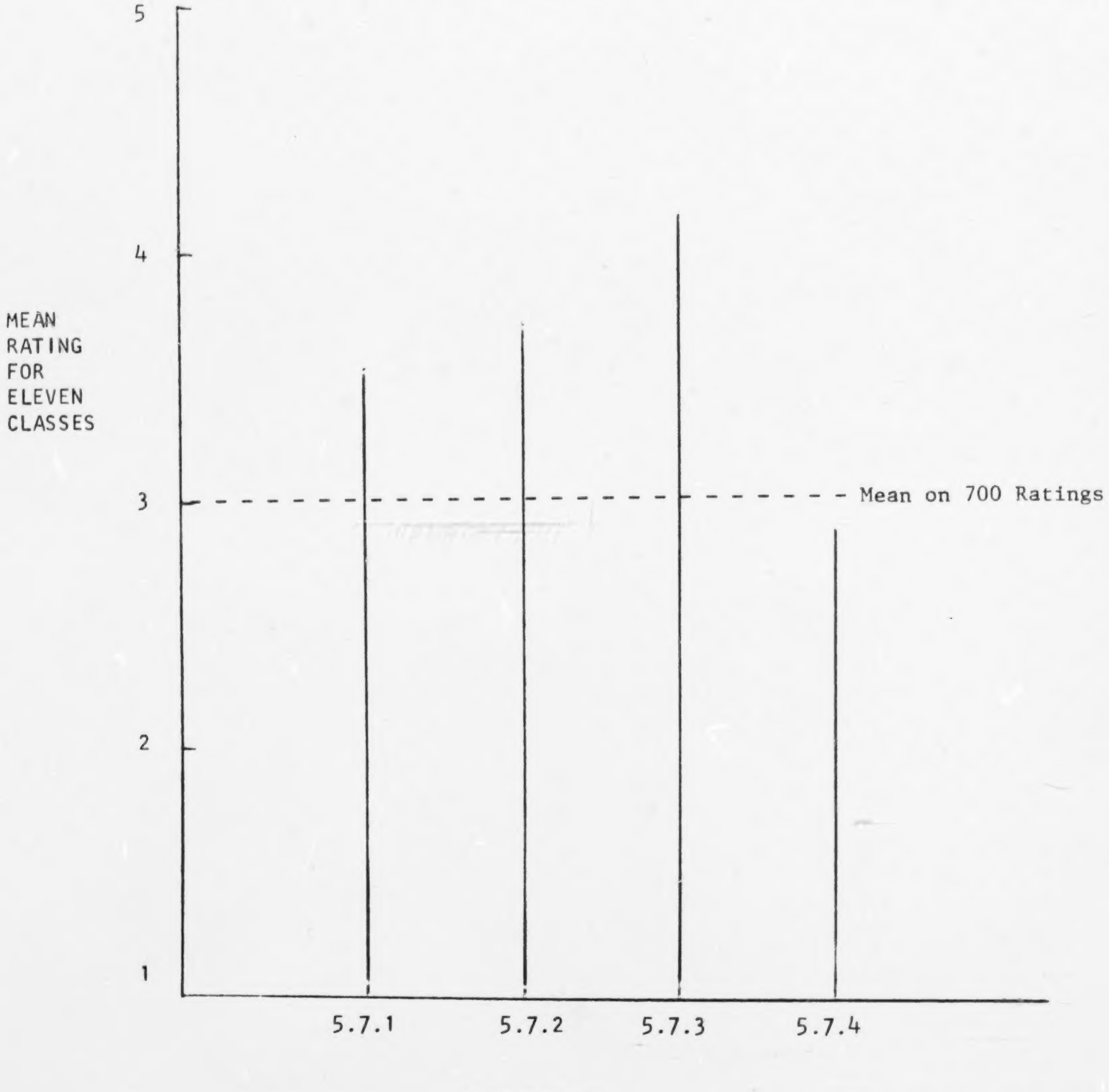
* Mean 3.0

TABLE XXI

PROFILE OF MEAN RATINGS

TEACHER AND TEACHING CHARACTERISTICS

The Learning Experience



* Mean 3.0

SIMULATIONS OF INTERNS AND COMPARATIVE CLASS

One major goal of the Northwest Educational Cooperative project was to develop a teaching strategy which would encourage the interns to follow a paradigm of diagnosis prescribing, implementing, and evaluating. In testing this goal, a simulated case study was developed by the Director and administered to the interns and a class of graduate students in special education at a local university. The case study is reproduced below.

CASE OF ROBERT

Robert was born 11/30/63. He is a seven year old boy of good average intelligence who is repeating first grade. There is an older sister age 13 in the family. His father is an architect with strong opinions about education and very verbose. Robert attended kindergarten and first grade, but because of his learning difficulties and lack of achievement on the grade one level, it was decided to retain him in first grade for a second year. Presently, he is going through a period of hyperactive behavior. He seems to be giving partial attendance to independent work although he needs continuous motivation and supervision. He is easily distracted and has a very short interest span. A learning disability consultant has just been hired by Robert's school district. Since his teacher is concerned about his present performance, she has recommended he be tested.

Test Results

Frostig Developmental Test

Eye-motor coordination	4-6
Figure-ground	4-9
Form-constancy	3-0
Position-in space	6-3
Spacial relations	6-0

ITPA

Auditory reception	7-1
Visual reception	5-10
Auditory association	8-0
Visual association	6-0
Verbal expression	8-7
Manual expression	9-10
Grammatic closure	5-10
Visual closure	5-2
Auditory memory	8-8
Visual memory	5-8
Auditory closure	6-8
Sound blending (above the norm)	8-7
Total language age	6-11

Peabody Picture Vocabulary - Form A

Score - 109

Standard Achievement Test

Word reading	1-5
Paragraph meaning	1-5
Vocabulary	1-5
Spelling	0
Word study skills	1.3
Arithmetic	1.3
Battery median	1.3

Additional comments were:

Robert gave evidence of mixed dominance combined with developmental lag.

These simulations were read by an expert who did a blind classification of them into two categories -- good to excellent and fair to poor. The distribution of the cases is carried in Table XXII.

TABLE XXII

BLIND RATINGS OF SIMULATIONS

	Good	Poor
Interns	12	12
College Class	10	16

$X^2(49) = .674$ (N.S.)

While the simulations written by the interns were rated in the excellent category by a percentage of 50% to 38% for the comparative group, the X^2 was not significant. Strengths of the interns assessed were noted in analysis more than in prescription, which may reflect inexperience. The comparison group were experienced teachers.

INTERNS' PERCEPTIONS AND ATTITUDES OF THE PROGRAM, TIME SERIES QUESTIONNAIRES

Three questionnaires were used to gather data on the interns' perceptions and attitudes toward the program at three different junctures in the year. These data were used as formative evaluation to change the program. After they had experienced two weeks of the program they were asked their views of the program at this point (September 29, 1970). The interns felt the program was well organized and needed to be because of the pace and variety of experiences involved. Eleven felt that the immediate application of their college class work to the classroom was going to be very beneficial. Ten stated they felt they were going to gain a wealth of practical knowledge from their master teachers who they felt had been well selected. Four of the interns felt they would need to put a tremendous effort forth to make an adjustment to their master teachers. In part, because of their previous teaching experience and also because of the interns differing with the master teachers' techniques of management and remediation.

The major weakness of the program at this time as viewed by the interns was the unstructured group work of the seminars. The interns felt that with the pressing schedule they had, the time could have been better planned by the team leaders to give them some needed information. They felt they could have used this time for more productive work, such as preparing for their college classes and clinical experiences. Thirteen of the group were still faced with the problem of adjusting their home schedules to meet the program's demands. A summary of the interns' responses is carried in Table XXIII.

TABLE XXIII

SUMMARY OF INTERNS' PERCEPTIONS OF PROGRAM IN SEPTEMBER

Strengths of the Program	
College classes presenting relevant material	7
Having everything handled under one agency	3
Having a group to come back to -- group feeling of knowing others are facing the same problems	1
Well organized	6
Immediate application of course work to the classroom	11
Good selection of master teachers	10
Seminar sessions for discussing with others	2
College classes being adapted to meet clinical experience needs	9
Concentrated effort of so much material in a short amount of time	5
Staff of the program	7

Weaknesses of the Program	
Not having a reference library to begin with	1
Carrying too many course hours the first semester	1
Problems adjusting to master teachers	4
Having college classes and material presented at the same time	1
Unstructured group work in seminars	8
Too many journal reports in one class	5
Full day of clinical experience, rather than just half days	1

Other Problem Areas	
Adjusting family life schedule to accommodate requirements of the program	13

The feedback sheet given the interns at mid-term time (January 25, 1971 about a month and a half after the evaluators' interviews with them) was concerned with how the staff and program could best serve the interns needs during th second semester.

Fourteen of the interns expressed a need for suggestions pertaining to games and activities for developing reading and math skills along with locating appropriate instructional materials for the children under their direction. Nine felt the need for more assistance in preparing educational programs for the children and in defining appropriate techniques of behavior modification. A summary of these responses is carried in Table XXIV.

TABLE XXIV

SUMMARY OF THE INTERNS' PERCEPTIONS IN JANUARY

How the Program Could Assist the Intern During the Second Semester	
Suggestions for games and activities for developing reading skills	8
Suggestions for games and activities for developing math skills	5
Help with individual educational programs	6
Suggestions for professional readings	5
Suggestions on classroom management and behavior modification	5
Help with language master	3
Supplying some instructional materials for the children to use	8
Find a job	2
Parent counseling tips	1
Regular teacher counseling tips	3

Major Concerns of the Interns at this Time	
Planning for total group instruction since my internship was on a resource basis	4
Adjusting from one grade level to another	5
None	15

An attitudinal inventory was designed by the Director to obtain the interns' views on the entire program emphasizing what they saw as strengths and weaknesses of the model. The inventory was administered during the last weeks of the training period. The interns completed the inventory individually. They felt there was a change to marked change in their knowledge, gained from both their college classes and clinical experience in the program objectives stressing an awareness of children's learning and adjustment problems and in establishing educational goals and programs for these children. The interns also said they experienced a marked change due to their clinical experiences and own teaching responsibilities the second semester. Here, they became increasingly sensitive to individual children's reactions to the learning environment, the significance of the children's self image and the necessity of cueing in on messages children sent out. College classes were the dominant source of providing information pertaining to various types and etiologies of learning and behavior disorders, and available methods, materials and remediating exercises. Moreover, the college classes provided a knowledge of terms used in psychological reports, awareness of formal and informal methods of diagnosis, and knowledge of preparing and modifying an individual's program. Marked changes were noted by 75% of the interns in these areas of understanding.

On general information pertaining to the child as part of a class, his social status within the class, and the understanding of the importance of consultation from other staff members and conferring with parents showed only a slight change for 50% of the interns. One fourth (all with previous teaching experiences) listed no change. The one fourth remaining noted a marked change and gained information concerning this equally from college classes, clinical experiences, and their own teaching experience in the second semester.

The results of the attitudinal inventory are shown in Table XXV. The interns were asked for each of the objectives listed in the inventory to reply where they had obtained the most information concerning improving their skill in that particular area, and then to denote the degree of change this incoming information promoted in conjunction with a program objective. Some interns felt a better understanding of the objective came not solely from one of the sources, but from a combination. Therefore, in some instances, the numbers appearing in the total column may be greater than twenty-four.

TABLE XXV

INTERNS' PERCEPTIONS OF ATTITUDES AND CHANGES AT END OF PROGRAM -- MAY, 1971

	CC	CE	OE	No Change	Slight Change	Change	Marked Change
1. Greater awareness of individual differences in children's ability to learn	15	10	5	0	2	12	9
2. Understanding of learning limitations of certain students.	12	13	4	0	1	8	15
3. Awareness of learning problems that the normal classroom sometimes imposes on children with learning difficulties.	5	11	11	0	1	7	17
4. Importance of treating children with learning difficulties as unique individuals.	15	9	4	2	3	11	8
5. Perceiving the child as part of the class, not as a separate problem child.	5	9	6	4	10	9	2
6. Awareness of the influence of peer approval or disapproval on the child with learning difficulty.	7	8	10	4	6	9	6
7. Understanding of the child's attempts to correct his learning difficulty.	9	8	9	1	2	15	7
8. Awareness of the child's attempts to compensate for his learning difficulty.	10	8	13	0	1	10	15
9. Awareness of the need for success to strengthen the self-image of the child.	9	14	14	1	5	7	11
10. Recognizing that behavior problems often result as a consequence of the academic failure caused by the learning disability.	13	8	9	1	0	11	13
11. Acceptance that children with learning difficulties can be helped through a proper educational program,	17	10	3	1	1	10	12
12. Need for more individual help.	7	11	11	3	3	12	6
13. Need to adjust work assignments and expectations to ability of child.	8	10	12	1	3	9	11

Key: CC = information gained from College Classes
CE = information gained from Clinical Experiences
OE = information gained from their Own Experience during the second semester.

		CC	CE	OE	No Change	Slight Change	Change	Marked Change
14.	Possibilities for individualized course of study for the child with learning difficulties.	15	9	4	1	3	6	14
15.	Setting goals that are realistic with the student's ability.	13	11	6	1	1	13	9
16.	Evaluation of child on factors related to individual goals and not on competitive norms in all subjects.	12	10	5	3	2	10	8
17.	Understand and utilize the enthusiasms exhibited when a child with learning difficulties gets special help.	5	13	9	2	0	17	6
18.	More understanding of different types of physical or psychological learning difficulties.	21	5	3	1	0	8	15
19.	Awareness of available methods of working with children with learning difficulties.	20	9	4	0	0	4	20
20.	Awareness of available materials to be used in working with children with learning difficulties.	18	6	3	0	0	5	19
21.	Willingness to seek special help for the student from other professionals.	10	7	7	4	4	7	10
22.	Ability to pinpoint leraning problems.	18	13	5	0	1	6	17
23.	Understanding of the role of the specialist, such as the psychiatrist or neurologist, in diagnosing learning difficulties	16	8	4	1	3	10	10
24.	Awareness of several methods of working with the student and his problem, in case one method does not work.	15	9	6	0	0	8	16
25.	Understanding the importance of the social environment, especially the family situation, in working with the student.	9	8	8	5	3	11	5
26.	Awareness of the learning resource room and its use.	11	12	10	0	3	9	13
27.	Understanding of the neurological processes underlying perceptual-cognitive motor performance.	23	2	2	1	2	11	10

	CC	CE	OE	No Change	Slight Change	Change	Marked Change
28. Awareness of the areas and dimensions of development in which the child is to be evaluated.	12	4	2	2	1	6	15
29. Awareness of informal methods of diagnosis, i.e., observation, teacher-made tests, and checklists.	20	8	4	0	3	6	15
30. Understanding of administrators interpreting, and implementing certain evaluative and diagnostic instruments, i.e., Mariane Frostig, ITPA, Wepman, Peabody Picture Vocabulary.	23	6	5	0	0	7	17
31. Knowledge of various remedial exercises in developmental order.	21	6	2	0	0	8	16
32. Knowledge of various remedial exercises and methods for meeting specific deficiencies and be able to sequence these exercises in developmental order.	12	7	3	0	1	6	17
33. Knowledge of preparing an individual educational prescription, evaluating it, and modifying it, if necessary.	15	8	7	1	1	6	16
34. Understanding of basic developmental sequences.	22	9	3	1	2	11	10
35. Awareness of a structured classroom environment for fostering both emotional health and school achievement.	16	9	4	1	2	9	12
36. Awareness of the way a particular deficit can become a source of emotional difficulty and the steps needed to be taken in reducing negative effects.	16	8	6	0	2	11	11

Table XXVI summarizes the interns' assessments of strengths of the program. As the interns looked back upon the total program they found the major strengths to be the Director's organization and leadership during the program, the group identification, and the tremendous amount of information and practical experience gained in such a short amount of time.

The interns were asked to suggest changes for the overall program if this model were to be used again. A summary of their responses is carried in Table XIII.

TABLE XXVI

INTERN'S PERCEPTIONS OF STRENGTHS OF THE OVERALL PROGRAM

1.	Organizational job of program by Director	12
2.	Condensing training into a shorter period of time than traditional programs	6
3.	Being able to have the clinical experiences college classes, in-service, and the library all in one close geographic location	6
4.	Having a group to identify with	14
5.	Well coordinated, sequentially developed program	3
6.	Clinical experiences taken simultaneously with college classes	15
7.	Guest speaker presentations during the second semester	17
8.	Field trips to the various agencies during the first semester	9
9.	Printed handouts prepared by the Director for intern usage	9

TABLE XXVII

SUMMARY OF CHANGES SUGGESTED FOR OVERALL PROGRAM

1.	Change in format of seminars -- more structure, more information	13
2.	Better selection of master teachers	8
3.	More observation and helpful suggestions stemming from observations from the team leaders during the first semester.	5
4.	Everyone spend some time of the clinical experience in a self contained classroom	1
5.	A remedial reading class should be added to the required class list of the program.	2
6.	There should be more of a variety of clinical experiences provided, i.e., 2 weeks in a self contained class, 2 weeks in a resource plan, and placement varying at grade levels	4
7.	More methodology classes should be added to the required class offering.	2
8.	All interns should have had some previous teaching experience	2
9.	There should have been more work in diagnostic testing, under close supervision. Perhaps, even a class in diagnostic testing rather than the general Tests and Measurements course offered.	5
10.	Visits made by interns to other interns' classes.	2
11.	Expand the program to finish with a master's degree.	3
12.	There should be no involvement by the interns in college courses the second semester.	3
13.	Begin the program in the beginning of August rather than in the beginning of September.	2
14.	Offer a class in behavior management.	1
15.	Placement as an apprentice teacher, rather than a regularly assigned teacher during the second semester.	1

CHAPTER V

CONCLUSION

In delivering up a conclusion a brief restatement of the goals of the project seems in order.

The general objectives of this proposed project are:

1) to recruit twenty-four persons from our communities into the teaching of exceptional children. Stress will be placed on developing teaching of the socially maladjusted and learning disabled with placement of the teachers in a special education class or in the primary grades.
2) to provide professional training of a special nature as well as subsequent in-service experiences that will qualify accepted applicants for such teaching.
3) to develop cooperative training teams composed of staff members of the Chicago Consortium of Colleges and Universities and from staff members of Northwest Educational Cooperative schools, the Diagnostic Learning Center, Northwest Special Education Organization, and the Special Education programs of school districts within the conscrtium.
4) to develop the roles of cooperating teachers and administrators as members of the training team.
5) to institute search and recruitment procedures using appropriate screening instruments and interview techniques.
6) to design and carry out follow-up in-service educational programs after the initial 16 week preservice training period.
7) to conduct an evaluation program which will assess the strengths and weaknesses of the various components of the program.
8) to disseminate information concerning the program.
9) to influence programs of teacher education and improve the effective-

ness of in-service programs within our consortium area, and

10) to prepare and make available a summary report of the project to others who are interested in training special education or primary teachers.

A direct assessment of these goals finds that the project has fulfilled them. As in most innovative programs, there are changes in goals as the program develops and as information on performance becomes available. To assume that goals will emerge and be fulfilled as originally formulated is a misunderstanding of means and ends relationships in program design. However, the general objectives of the project were attained to an exceptional degree, as witnessed by the evaluation data in Chapter IV. A summary of the degree to which the ten general objectives were attained follows. Twenty-four interns were recruited, processed through the training program, and employed by the cooperating school districts. In line with goal number one, they were recruited from the community and specifically trained for teaching learning disabled/socially maladjusted children. Twenty of the twenty-four were placed in classrooms or resource rooms in special education the second semester, and twenty-three of the twenty-four are in regular teaching assignments next year. Of these twenty-three, seventeen will be working with children who are assigned to special education classrooms.

The unusual strong demand for these trained teachers in a period of an oversupply of teachers speaks to goal number two, on qualifying these candidates for teaching. In cases where the interns were hired into the same school in which they had served in the second semester, six would have stayed but chose to accept another position on personal preference grounds. Interns, too, reflected in several ways their judgment that they received training in the formal course work, seminars and first semester clinical experiences that qualified them to work with exceptionality in the schools.

On goal number three cooperative training teams composed of project staff, master teachers, and university instructors, and resource staff from the special education programs in the school. Each made a contribution to the program, though some of the teams members' efforts were not through direct contact with the interns. The school districts within the Northwest Educational Cooperative were most helpful in arranging the clinical experience in classrooms. The college staff taught the formal course work, but did organize and relate it to the clinical experience as the intern interview data attests. Master teachers related to the program through participation in the seminars as well as supervising interns. Due to the design of the program a special effort was needed to integrate the clinical experience with formal course work. The interviews of the college faculty and the interns contains plentiful evidence of the success of this effort. More limited results in developing cooperating teams occurred in involving administrative personnel from the Northwest Educational Cooperative schools. However, they were familiar with the program and gave it support in placement of interns and making available their schools for clinical experience. Perhaps the most important outcome in goal number three is the establishment of routes for future cooperative programs among public schools and universities. The university staff was responsive to a field program and recognized the strengths to the extent of generalizing them to their institution's programs. The public schools were interested in making available the program's offerings to other staff members. Nowhere in the data is there evidence of traditional jealousy and suspicion that is not unknown when these institutions function in a common project.

Cooperating teachers were to figure prominently in the first semester program and goal number four addresses itself to developing roles for cooperative teachers and administrators in the training team. This goal was partially met. After some initial confusion, the cooperating (master) teachers settled into a relationship with the intern which corresponded to the typical student teaching and critic teacher role. In retrospect, more time was needed to train the cooperating teachers and future programs that utilize this model need to provide for this training. As the program developed these roles became established before work with cooperating teachers in the seminars and through visitations started. The limited training program and its late start is thought to be a contributory factor to the resultant tension between interns and cooperating teachers that became manifested in the role measures taken later in the study. Administrators did not become active in the program except in placement or in serving on the Advisory Council. In both, the cooperating teacher's and administrator's earlier involvement might have aided in developing their roles. However, late funding of the program precluded scheduling any but the most essential elements in the program in the fall.

Goal number five is one of the easier to assess. The initial publicity did generate a large pool of applicants. From these, the screening process selected twenty-four who all remained and successfully completed the program. The interview procedures and screening of candidates, by the criterion of successful completion of the program, were outstandingly successful. By several estimates an unusually able and highly motivated group of interns were selected.

In-service programs were an important part of the follow-up of the second semester. The interns rated these in-service programs highly on the criterion of relevancy and interest. A further testimony to the quality of these programs is contained in the interest of other faculty from the cooperating school districts in participating. Other in-service during the second semester involved supportive supervision provided by the project staff, which was rated highly as a significant contribution to their program by the interns. Goal number six in view of the evidence was successfully achieved.

Success in goal number seven can best be assessed by a reading of the evaluation design and its implementation in chapter four. The main thrust of the evaluation was on formative data which was used as feedback into the program. Some summative evaluation was used to check on certain overall goals of the program -- the special technical skills and the performance in teaching. Despite limited sample size and the highly selected subjects, a design was evolved which brought forth a broad variety of data. These data confirmed some of the conjectures about the role relationships among the various participants as well as helped shape the program. The specific recommendations of the program at the end of the chapter largely were drawn from these evaluative data.

Goal number eight, interest in the program was stimulated as the project was reported at several meetings - National Association of Children with Learning Disorders Convention, International Council for Exceptional Children Convention and the EPDA meeting. In October, 1971 a full report will be given in a panel session at the Illinois Council for Exceptional Children Convention. Copies of the report are being distributed to participating institutions and will be available from ERIC.

Goal number nine was comprised of two parts, the influencing of teacher education programs and improving the effectiveness of in-service programs in the Northwest Educational Cooperative and Chicago Consortium of Colleges and Universities. Some minor influence on special education teacher education programs was recorded in the college instructors' responses to the program. (See Chapter IV). In-service education was given renewed emphasis as the quality of the programs attracted other teachers in the district. Many of these programs were responses to requests by the interns for information on specific types of problems. The project Director received praise from teachers for these seminars.

An abstract of this report is available. Copies have been placed in the hands of the cooperating colleges in the Chicago Consortium. ERIC guarantees nationwide availability of the project's description and findings.

In conclusion, what has been demonstrated by this program? The following seven points represent what the authors of this report believe to be the major conclusions resulting from this year length project.

PROGRAM DESIGN

The program design has incorporated the use of formal course work and clinical experience in a ratio that differs sharply from that commonly found in special education programs. The heavy clinical emphasis was integrated into the formal courses which were taught in the field by college instructors. The interns accumulated in one year many more hours of clinical experience than in a conventional program. Public school classrooms served as laboratories for these clinical experiences and were enriched as the result with an influx of materials and new techniques. Also, the students who were produced in this program design were outstanding products as judged by several measures, classroom performance, principal evaluations, and staff observation.

One change recommended in the program design after this year's experience would be provision for a period of two weeks where interns had total responsibility for a classroom. In the first semester interns were in classrooms one-half day. A full day schedule could be arranged by putting college courses on an intensive two week basis, thereby releasing students for the last two weeks to participate in full time clinical experiences. The program design does seem to bring a fuller integration of the practical and the theoretical and produce a quality product.

COOPERATIVE RELATIONSHIPS AMONG ORGANIZATIONS

The project did require new roles functioning in some of the participants. From the evidence, these did not prove to be disruptive, rather they enriched the participants in all organizations roles. Roles were defined by the demands of the program. For example, the college instructors revised their courses on the basis of demands for the practical and useful from the interns. Master teachers while assuming more responsibility through the heavy clinical experience, received in return new inputs of materials and techniques from the project staff. The project staff were more totally involved in interns' experiences than in a conventional college program. Full time commitment by interns in an intensive program meant more demands on the project staff for personal and professional assistance. That the cooperative relationships were built and maintained during the program by all parties may be due to the fact that all parties were rewarded by the program. The goals were defined and constant, but each organization had goals that could only be achieved through mutual cooperation in the project.

SUPPORTIVE RELATIONSHIPS IN THE PROGRAM

The program was intensive and demanding on the interns. Without a background in special education they were expected to acquire the knowledge and proficiencies in one year. For a number of the interns this proved to be threatening, especially at the beginning of the program. It is necessary to build a mutually supporting group atmosphere as a psychological support system for the interns. The evaluator feels that working systematically to this goal, the Director of the program was able to accomplish this end. The degree of group cohesion was cited by both students and college instructors. It is probably fair to say that this was a large contributor to retaining students in the program despite the extra-ordinary heavy demands.

A further gain from this purposeful group atmosphere was the assistance interns gave each other. In the interview data interns frequently cite receiving assistance from other interns as an important part of the program. Personal growth was also cited as well as professional assistance from peers. It is the conclusion of the authors of this report that in a demanding concentrated program attention must be given to building supportive group relations in order for students to weather the stress and remain in one program.

SELECTION PROCEDURE

Selection procedures relied heavily upon clinical judgments fashioned after perusing a quantity of data. Stipends were an important factor in attracting the applicants and provided the mechanism through which a number of the interns could pursue a training program. The ability to select a candidate who was intellectually and physically able to cope with the program was a significant factor in making the program successful. No students dropped out. Stipends also were ego enhancing to the interns. They felt that this was a highly special program, one where they were singled out for their special talents. Having the stipends furthered the work of the program as the interns' total time was at its disposal. This total immersion, it is speculated, may have been influential in building the deep professional commitment which was salient in the attitudes of the interns.

EVALUATION AND ITS ROLE

While one evaluation design worked within severe limitations, evaluative data which was useful and necessary to guiding the project was generated. Time series evaluation measures in the form of critical incident logs, longitudinal observations and attitudinal questionnaires supplied invaluable monitoring data to the project staff. Other data, more summative in nature, gave important findings on the functioning of the program model -- see especially the self anchoring scales and the simulations. Outside evaluators' assessment of interns' classroom performance was valuable validation of project staff observations and served as cross checks on principals' evaluations. The concept of evaluation research and its applicability to program design did provide data in a program where by traditional criteria, the lack of randomization and controls would rule out any evaluation effort. While the evaluation data is limited on generalization, it did provide highly necessary feedback and monitoring data. These data later were useful in specifying the operational model of the program, an outcome that can be generalized and used in other contexts.

START UP TIME

The funding of the project in August gave very limited time for setting up the project organization, recruiting interns and setting up clinical experiences. The areas of weakness in the projects are probably largely due to the lack of lead time to arrange details, train staff and inaugurate a program. A project of this nature needs more lead time between funding and start up.

COST BENEFIT

On a cost benefit basis, the project averaged out $3,333.00 per intern. This compares favorably with the cost of a year of graduate work at a private university. Moreover, the project retooled a group of individuals who were able to move with a high degree of success into classrooms which demand great skill of teachers. Through this program a pool of highly talented individuals were retrained and moved into socially useful work. Most of these interns would not have gone into special education programs due to lack of available training and limited finances for retraining. The program model has an added cost benefit feature in its use of the public schools as a laboratory. Little demand is made for expensive new facilities. Moreover, the public schools benefitted from the stimulating input from the program. In the final analysis, cost/benefit is a judgment and a statement of priority of values as much as it is a dollar and cents figure. The preliminary evidence is that many children with exceptionalities will be given a new lease on a chance to more fully develop their potential as a result of the training these teachers received.

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APPENDIX A - 1

Northwest Educational Cooperative

112 North Belmont Avenue
Arlington Heights, Illinois 60004
312-394-4540

A consortium of public schools serving the Townships of ELK GROVE . PALATINE . SCHAUMBURG . WHEELING

July 9, 1970

Announcement
of
Teacher Training Program

The Northwest Educational Cooperative has received a grant under the Education Professions Development Act to recruit local area residents into the teaching profession and to provide training of a specialized nature for them. The intent of this program is to produce 24 teachers who will be well equipped to help children who have learning and/or behavioral disorders.

After sixteen weeks of intensive preservice training, participants in the program will continue their training while teaching in the general education program of the schools or in special education classes.

The training program will consist of formal course work as well as internship experiences. A team approach will be used in both these training components to combine the resources of the cooperating NEC schools with those of the Chicago Consortium of Colleges and Universities. This Consortium is composed of Roosevelt, Loyola, DePaul Universities, and Chicago State College, Concordia Teachers College and Northeastern Illinois State College. The training program will begin in September, the exact date to be announced.

A total of 21 hours of graduate credit from a cooperating college or university will be earned by program participants who successfully complete the requirements. Tuition costs for selected participants will be covered by the grant and stipends of $50 a week for the first 16 weeks of preservice activity are also available. It is anticipated that all classwork will be conducted in the local area.

Applicants must meet the following minimum criteria in order to be considered for participation:

1) Candidates must possess a baccalaureate degree or equivalent.

2) Only persons "otherwise engaged", that is, employed in a field other than teaching or currently unemployed, are eligible to participate in the training programs.

3) Persons selected must have had sufficient prior training so that they can, through the preservice and inservice training provided, become qualified or requalified to teach in elementary and/or secondary schools.

APPENDIX A - 2

4) Persons successfully completing the short-term intensive training program and employed in local elementary and secondary schools must agree that they will complete the subsequent inservice training program.

5) No person may be selected for training if he has been employed as a full-time teacher within the public schools of the State of Illinois within the one-year period preceding the date of the commencement of the short-term intensive training period.

In addition, consideration will be given to the information provided on the attached application form, a personal interview, the ability of the applicant to meet certification requirements upon completion of this training program, and his acceptability to cooperating colleges and schools.

In order for an application to be considered, a transcript of all college work must be on file with the Northwest Educational Cooperative. August 15 is the last date for completing application requirements; notifications of acceptance will be mailed by August 29.

For further information contact:

Dr. Gloria Kinney, Executive Director
Northwest Educational Cooperative
112 North Belmont Avenue
Arlington Heights, Illinois 60004

394-4540

APPENDIX A - 3

PREPARE TO TEACH

Holders of Bachelor's Degrees interested in Special Education may apply to NORTHWEST EDUCATIONAL COOPERATIVE to earn graduate credit while serving internship in local pubic schools. Stipends and free tuition available to 24 selected applicants.

Call 394-4540

PREPARE TO TEACH

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394-4540

College Graduates

Holders of Bachelors Degrees, interested in special education, may apply to Northwest Educational Cooperative to earn graduate credits while serving internship in local public schools. Stipends and free tuition available to 24 selected applicants.

CALL 394-4540

PREPARE TO TEACH

Holders of Bachelors Degrees - Interested in Special Education?

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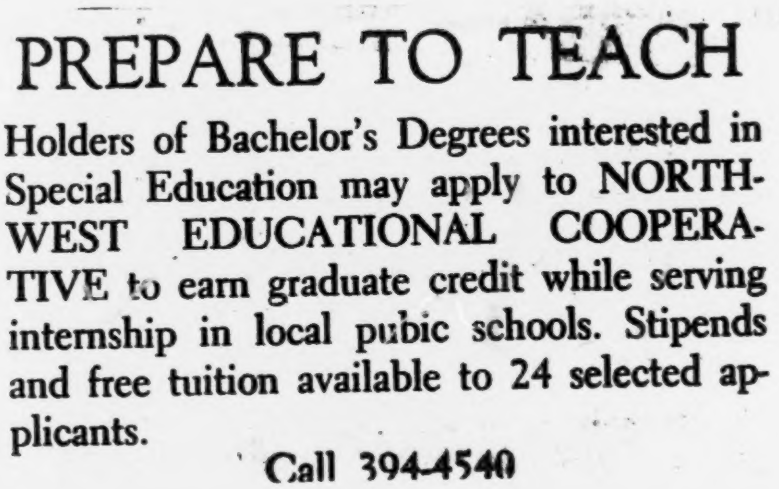
These advertisements appeared in the Paddock Publications, Northwest Suburban Topics, and the Suburban Times.

APPENDIX A - 3



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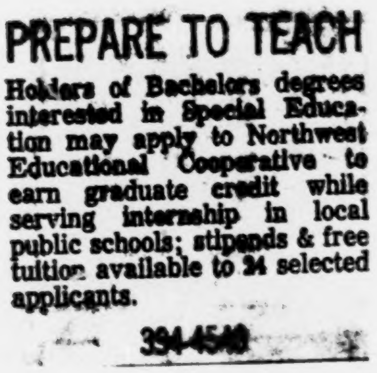

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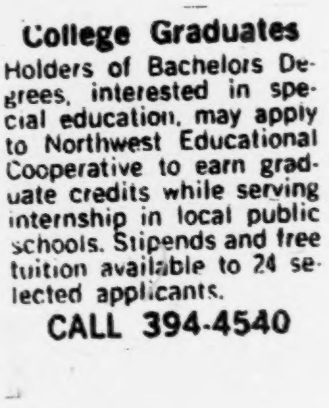

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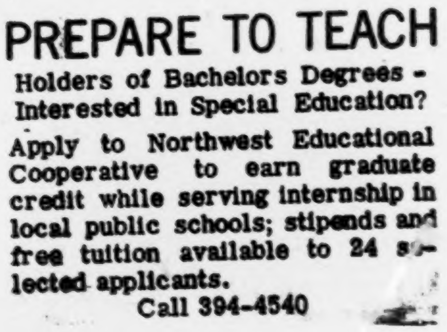

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Call 394-4540

These advertisements appeared in the Paddock Publications, Northwest Suburban Topics, and the Suburban Times.

APPENDIX A - 4

NORTHWEST EDUCATIONAL COOPERATIVE

TEACHER TRAINING PROGRAM

Orientation Schedule - September 9 to 18, 1970

Wed., Sept. 9 - 9:30 A.M. - Introduction - Pam Gillet, Director
Distribution of Orientation Materials
General Overview - Pam Gillet, Director
"Get Acquainted" - Jean Griffith, Team Leader

Thur., Sept. 10- 9:30 - 12:00 Noon - Goal Setting - Jean Griffith

Fri., Sept. 11 - 9:30 - 10:30 A.M. - Merle J. Nevenhoven, Director
Special Services, Community Consolidated School
District #59
Discussion of Psychological Services
11:15 A. M. - Coffee
Film "Why Billie Couldn't Learn"
Discussion - Staff

Mon., Sept. 14 - 9:30 A.M. - Materials Workshop - Overview & Demonstration
of Selected Instructional Materials - Diana Bander,
Team Leader
1:00 P.M. - College courses begin

Tues., Sept. 15 - 9:00 A.M. - Field Trip #1
Franklin Park Instructional Materials Center, Region I
Tour of Facilities - Demonstration of Materials

Wed., Sept. 16 - 9:00 - 12:00 Noon - Individual appointments with interns,
master teachers, and staff.

Thur., Sept. 17 - 9:00 A.M. - John J. Wightman, Executive Director
Northwest Suburban Special Education Organization
"An Observer of the Joint Agreement - NSSEO"
10:00 A.M. - Film - "See to Solve: Acceptable Behavior
Help Children to Succeed."
Discussion - Staff

Fri., Sept. 18 - 9:00 - 12:00 Noon - Individual appointments with interns,
master teachers, and staff

APPENDIX A - 5

Interns' Responses to Feedback Questionnaire After the Week of Orientation

"I feel as though I should take a deep breath before plunging in next week. I am delighted to be in this program and am expecting 16 weeks of hard but enjoyable work."

"I am very happy with the thought of dusting out the cobwebs and learning about the newest procedures in helping children with problems."

"Very positive - a lot less apprehensive about the formality of the program - a rigid structure at my age turns me off."

"It's interesting to finally figure out the reason (or at least one of the reasons) why each of us has been chosen."

"My visions have been expanded, my curiosity is aroused - what will I learn toward socially maladjusted? emotionally disturbed?"

"I feel its going to be one heck of a lot of work. I'm eager and enthusiastic about getting as much as I can out of it."

"I am more excited than before but a little apprehensive of my ability to handle the schedule of teaching, six days of classes, homework, and family. This is probably highlighted by the extreme void of knowledge that I feel and the amount of materials."

"The more discussions that we've had, the more I'm sure that this type of teaching would be very rewarding. I am very glad to be involved in this program. Hopefully I will be able to work in this program without letting my home suffer for it."

"Have gained self-confidence in the last week simply by knowing others haven't had any more experience in this area than I have had."

"I'm anxious to get on with it. I do appreciate the gentle way of introducing us to the learning situation. It was difficult for me to be thrown into a classroom situation at Northwestern in competition with others - fast moving, etc. Thank you! I have a feeling this slowness of pale will not continue, but I will be prepared."

"I feel motivated but somewhat overwhelmed at the moment. I am anxiously looking forward to learning and experiencing situations in the LD field. I feel very challenged by the prospective work in the program."

"That it will be a lot of hard work, much study and learning, but very rewarding and worthy of the effort."

"Eager to get at the books. Anxious about assimilating enough to start practice teaching Monday. Satisfied that I do belong in the program. I like the challenge."

APPENDIX A - 6

"Quite enthused about approaching the opportunity to learn more about an area in which I have had an interest for years but not the chance to study professionally. The get-acquainted session was an enjoyable experience to gain an understanding of some of the others backgrounds and interests and proved to relax us all and be comfortable with one another."

"Eager to get started! Just hope there will be enough hours in the day to get everything accomplished."

"Privileged at the opportunity that has been extended and most anxious to become more involved."

"I have so much to learn and so far to go in this field. I want to get to it."

"I'm very excited and anxious to get into the "meat" of the program. I'm also a little afraid of the task ahead."

"At present, I am pleased to be a part of the program and very eager to get into it, really. Through these preliminary sessions I have become more aware of the problems involved and more determined to work to the best of my ability so that I will be the best teacher I can be. I might say that in these first sessions you have sufficiently wet our appetites and increased our interest."

"I still feel that this area of education is where my interest is. I am anxious to find out the various teaching aids and resource materials in this area."

"I am very happy to be in it, but am wondering if I can do all that is expected, well."

"I feel that I have the basic rudiments for a good teacher but I need more knowledge in Special Education. I feel extremely honored to have been chosen for this work and hope that I prove to be valuable."

"I feel very much a part of this program and I am interested and excited about the rest of it. I has so much to offer. I hope to get a great deal out of it. I see many years of special education in the future."

"I sense the resources are at hand to help me reach my goals - and this builds my confidence in the program and my own ability to 'swing' with it."

"I feel that this program is going to produce excellent teachers. I feel that it is very well organized. My involvement is helping me very much to become a good teacher and in the future, it will be helping the students that I teach. I hope the rest of the program is as successful as the orientation has been."

"That it will be very stimulating and a very rewarding experience that there is more involved in the total program than I had realized."

APPENDIX A - 7

MASTER TEACHER GUIDELINES

The NEC Teacher Training Program recognizes that the master teacher's first and most important responsibility is to her own children rather than the intern. With this in mind, the following suggestions are offered.

1. The staff of the NEC Teacher Training Program and the master teachers are regarded as a team who will be working together, to help the intern attain the optimum clinical experience, to assist the intern with whatever problems arise, and to give the most objective assessment of the intern's abilities to those who will later be considering the intern for a teaching position. Always feel free to call upon this office for assistance.

2. To give the intern the experience of:

   a. writing an individual prescription which will determine the nature of a training program for a child
   b. evaluating its efficacy
   c. modifying it as the child's progress or lack of same dictates

3. If the master teacher can jot down specific examples of good and poor work (and why) of the intern, these can serve as an excellent basis for immediate discussion with the intern and with the team leaders. It is hard to recall these when the teacher must shift abruptly from teaching to discussing the student's performance.

4. To confer with the intern pertaining to his/her performance, good or bad, with suggestions for improvement. These conferences should be learning experiences where help is given to the intern to evaluate his/her own work and to specify the areas in which additional help is needed.

5. The progression by the intern into assuming duties of classroom leadership is left up to the individual master teacher but it would be hoped that by December the intern would be assuming most of the responsibilities for the individual children or group. It is expected after January 15th that the intern will be in a full-time teaching situation. However, the intern will continue to be under the supervision of the Northwest Educational Cooperative teacher training staff and will participate in after school seminars.

6. To arrange for observations in the regular classrooms where the intern can observe the interactions between the special child, his regular teacher and peers, and his functioning within the regular learning environment.

7. To arrange for the intern to attend all school meetings the master teacher is involved in - staffings, PTA, conferences, open-house, etc., when his/her college class schedule doesn't interfere so that the intern can see how his role relates to the total school program and can view what the full realm of a teaching position means.

8. At the end of the internship, each master teacher will be asked to write a letter of recommendation for the intern. These letters will become a part of the permanent credentials of these people. The content of the letters is

MASTER TEACHERS (Cont'd)

confidential, and they are made available only to the school administrators who wish to interview the intern for possible employment. To this end, the letters should be written in such a way as to be helpful as possible to the prospective employer in indicating your assessment of the kind of a teacher the intern will most probably become.

9. To be exposed to the information regarding emotional problems of the child which he brings into the learning situation. In this way, the intern will realize the importance of so structuring the classroom environment and so directing his relationship with the children and their inter-relationships that both emotional health and school achievement improve.

10. When possible, to be exposed to observing and administering tests, and eventually themselves to be allowed, under close supervision, to administer, score, and interpret certain evaluative and diagnostic instruments, i.e., Kephart Scale, Marianne Frostig Development Test, ITPA, Wepman Test of Auditory Discrimination.

11. To offer a rationale for the teaching program of the class or individual children so that the intern will understand the classroom activities in relation to the immediate and long-term educational goals.

12. To make the intern's observations more meaningful by assigning him/her specific points to observe while the master teacher is teaching or testing.

13. To provide the opportunity for the intern to examine the child's previous records (such as psychologicals) and learning experiences to insure readiness for subsequent learning tasks.

APPENDIX A - 9

INTERN ASSESSMENT OF TEACHER-TRAITS

BEST

I. Classroom Personality (in relation to students

understanding, empathetic (15)
friendly, relates well (11)
warm
sincere (2)
conscientious
helpful (2)
flexible (14)
gentle
patient, relaxed (6)
practical
interest in students (2)
likes children, good or bad (7)
constructive
supportive
feels child is human being
open to new possibilities, curious (7)
doesn't mind distractions or chaos
not threatened by disruptions
thorough
tactful
perseverent
objective
consistent (3)
creative (7)
sense of humor (8)
enthusiastic
optomistic, faith in children's abilities (2)
interesting, stimulating (2)
inspiring
enjoyable
intelligent (3)
intellectual (2)

BEST (cont.)

II. Own Personality

well rounded person, well adjusted (3)
aware of what's happening in the world
attractive
structures own life
inner-directed

III. Classroom-Related abilities

can evaluate without judging
can accept individual differences of students (2)
structural classroom management
able to diagnosis from relevant information (4)
able to construct remedi ation (4)
creatively structured
good at P.R. (parents, teachers) (3)
understands parent relationships (2)
able to transmit knowledge (2)
sensitive to needs of students (3)
knows own limitations, and adapts to or improves them
well-prepared (7)
organized (7)
more interested in hearing from students than in lecturing

IV. Knowledgeof Material

knowledgeable (5)
excellent background (3)
familiar with available materials (3)
aware of innovations in his area (5)

INTERN ASSESSMENT OF TEACHER-TRAITS

WORST

I. Classroom Personality (in relation to students)

dogmatic (6)
rigid, inflexible (8)
flaunts knowledge
thinks he's best in area (2)
does not relate well, aloof (6)
authoritarian (3)
impatient, tense, irritable (6)
uncooperative, stubborn (2)
tactless, too critical (2)
biased, bigoted
easily shocked
lacks sense of humor (3)
no empathy, understanding (3)
can't cope with unexpected
restrictive
doesn't give of self
insincere
inconsistent
unimaginative

II. Own Personality

ego-centric (2)
takes advantage of other people
introverted (2)
working only for salary
negative attitude toward teaching (5)
uninterested in students, doesn't like children(6)

III. Classroom-Related abilities/attitudes

unwilling to try new things (tied to past) (3)
not inquisitive for improvement
unclear about role (2)
gives unrealistic amount of work (4)

WORST (cont.)

Classroom related abilities/attitudes (cont.)

too structured
unstructured
expects all students to work on same level
labels children
hard-core discipline, too strict (3)
presents materials useless to students
unable to separate programs in class

IV. Knowledge of Material

lack of experience (2)
doesn't know material (2)

V. Preparation

lack of preparation (9)
disorganized (4)

APPENDIX A - 13

MASTER TEACHERS ASSESSMENT OF TEACHER TRAITS

Characteristics of Best Teacher

1. Classroom Personality (in relation to students)

Tolerant

not threatened by verbal and other actions directed at her as a person or teacher 2

interested in helping kids, concerned 6

alert to student needs

flexible 10

kind, friendly, warm 6

calm 3

empathetic, understanding 12

enjoys and is excited about helping children learn

clever 2

inquisitive, curious, striving for more information 3

relates well 2

firm

cooperative 5

objective 3

treats children as humans, appreciates worth of all children 3

consistent 2

professional 3

enthusiastic 6

patient 5

pleasant, cheerful 2

confident that most children can learn

willing to roll up one's sleeves and help besides just offering advice

willing to delve into how, when, why children learn

sincere, honest

tactful 3

non-authoritarian, non-domineering 2

able to listen

2. Own Personality (Best)

mature 2

has found purpose and meaning in life which is demonstrated in good set of values

good personality

appearance 3

ambitious

energetic, hard working 5

involved

aware, aware of classroom teacher's predicament 2

experienced, resourceful 2

healthy

positive approach to work and life 3

shows self awareness

sense of humor 4

good judgement

uses good health habits

dedicated to field 3

dependable

conscientious

eager to learn

poised

3. Classroom- Related Abilities

Is concerned with the reality of the particular situation not remotely related constructs or consepts

able to communicate

sensitive to child's needs and changing moods 2

skill in motivating pupils

clear thinking, doesn't become enmeshed in jargon

firm control of classroom situations

perceptive 7

intellectual, intelligent 7

insightful

can make adequate diagnosis, prescription, interpretation 4

innovative, creative 8

able to integrate information into meaningful experiences

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3. Classroom Related Abilities (continued)

able to work with parents 4
aware of individual differences
good command of language
eclectic in approach
is able to diagnose learning problems
can plan program to meet individual needs 4
establishes goals for each child and strives to reach goals
organizes materials 2
establishes good working relationships with children
creates warm climate for learning
works toward good rlationships with the whole staff
uses time wisely, chooses priorities
analytic
sound objectives
builds egos of others, supportive 2

4. Knowledge of Material

up-to-date
knowledge of teaching techniques in areas of remediation
knowledge of subject matter and child development and classroom management
able to supply proper materials to deal effectively with learning needs of students
understands testing instruments 2
knowledgeable 5
proper utilization of educational materials
able to use behavior modification effectively without losing humanness
able to program learning techniques

5. Preparation

well- prepared 8
research of lesson plans
organized so that appropriate techniques are use 2

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CRITIC ASSESSMENT OF TEACHER-TRAITS

WORST

I. Classroom Personality (in relation to students)

considers oneself
pseudo interested in children/only tolerates children (4)
unable to really listen
rigid (7)
cold, indifferent, emotionally unresponsive (4)
vindictive
insensitive, not empathetic (7)
impatient or nervous (3)
emotional-angry or sentimental (2)
unprofessional and vapid (3)
lack of discipline, lax (2)
no relationships (unable to relate to parents, teachers, students (5)
impatient, intolerant (4)
lethargic (2)
unfriendly
tactless harsh, critical (5)
uncooperative (3)
inconsistent (3)
nags
authoritarian
domineering
pesimistic
opinoinated

II. Own Personality

pretend dedication to field
only interested in pay (5)
defensive
easily threatened
maladjusted
immature
no goals for self or children
insecure, lacks self confidence (2)
shabby appearance (3)
no self control
lazy (does not work hard enough himself) (5)
sickly

WORST (cont'd)

Own Personality (cont.)

undependable (2)
temperamental
lacking enthusiasm for work
negative approach (4)
inconsistent (2)
complains
monopolizes conversation
lacks good judgment
dull personality
no sense of humor
unable to analyze particular learning situations
uses labels frequently but inappropriately
cannot describe behavior in terms of discretc behaviors
cannot interpret test scores in terms of what test really measures

III. Classroom Related Abilities

inability to accept or try new methods
mediocre intellectually (2)
uses only gimmicks (2)
no relationship with students (2)
complete book learner and book teacher
doesn't understand how to diagnosis and prescribe
completely structured
uneducated (2)
unaware of humanistic needs of children
unable to see problems
inconsistent in contacts with others - pupils and co-workers
unable to adapt instruction to individual childrens' learning difficulties
little understanding of special child's needs
can't work with other adults in field (2)
inability to listen to children and see them as people
grouping for convenience rather than for differences in children (2)
finds excuses for poor results
does not instill hopw or confidence
can't work with parents

WORST (cont.)

IV. Knowledge of Material

has vague idea of what learning disorders are
lack of knowledge of teaching field
dull lessons - lack of educational aids
doesn't keep with new trends (2)
insufficient knowledge of many reasons for children's problems
does not have or use appropriate techniques
cannot interpret tests and test results and relate to problems
does not know how to construct and use effective curriculum
does not use good teaching methods
belief in methods as opposed to personalized instruction
unrealistic faith in remediation as cure for learning problems
uninformed

V. Preparation

Lack of preparation (5)
no planning
never prepared
disorganized (3)

NORTHWEST EDUCATIONAL COOPERATIVE

INTERN PLACEMENT FIRST SEMESTER

TEACHER TRAINING PROGRAM

Intern	Master Teacher	School	Placement	Time
Dorothy Adams (1st 8 weeks)	Mrs. Marietta Fliehler Alan Hopkins, Prin.	Hunting Ridge School #15 1105 W. Illinois Palatine 60067 Te. 359-3480	LD - Pre-Prim Self - Rm 113	7:50 - 12:00
(2nd 8 weeks)	Mrs. Joann Harris Mrs. Kay McElroy, Prin.	Kensington School #25 201 S. Evanston Arlington Heights 60005 Tel. 259-4664	LD - K-5 Resource	8:30 - 12:00
Margaret Barren	Mrs. Priscilla Hagglund Mrs. Mary Zimmerman, Prin.	Winston Churchill School #54 Jones Road & Evergreen Schaumburg 60172 Tel. 529-1241	Diagnostic Rm. 17	8:30 - 11:45
Christine Bauske	Mrs. Christine Anderson John Kretekos, Prin.	High Ridge Knolls #59 588 S. Dara James Des Plaines 60016 Tel. 437-1000, Ext. 16	Dev. 1st Rm. 11	8:30 - 12:00
Alan Dietsche	Carl Sahlin Bruno W. Waara, Prin.	Arlington High School #214 502 W. Euclid Ave. Arlington Heights, 60004 Tel. 253-0200	LD - H.S. Resource	8:15 - 12:00
Jacqueline Everett	Mrs. Ruth Johnson Mrs. Mary A. Zimmerman Prin.	Winston Churchill School #54 Jones Road & Evergreen Schaumburg 60172 Tel. 529-1241	LD - Elem Itinerant	8:30 - 12:00
	Mrs. Ruth Johnson Carl Greenleaf, Prin.	Hillcrest School #54 Hillcrest Blvd.& Freemont Hoffman Estates 60172 Tel. 529-7420	LD - Elem. Itinerant	8:30 - 12:00

Amelia Gabriel	Mrs. Joan Barron Thomas H. Powers, Prin.	Dempster Jr. High #59 420 W. Dempster St. Mt. Prospect 60056 Tel. 437-1000, Ext. 46 & 47	LD - Jr. High Resource Rm. 140	8:05 - 11:30
Donna Glinka	Mrs. Phebe Hager John Gatto, Prin.	Westbrook School #57 105 S. Busse Road Mt. Prospect 60056 Tel. 259-2400	LD - Prim. Resource	8:30 - 12:00
Joan Goins	Mrs. Mary Schweitzer Alain G. Holt, Prin.	Patton School #25 1616 N. Patton Ave. Arlington Heights 60004 Tel. 259-1296	LD - Elem. Resource	8:30 - 12:00
Jean Guthrie	Mrs. Nancy Hanck Jack Bennett, Prin.	Lake View School #54 Lake View Ln.& Washington Blvd. Hoffman Estates 60172 Tel. 529-1320	LD - Elem. Resource	8:30 - 11:45
Marijo Hickok	Connie Brouilette Daniel J. Cahill, Prin.	Devonshire School #59 1401 S. Pennsylvania Des Plaines 60018 Tel. 437-1000, Ext. 25	ED - Self	8:15 - 12:00
Phyllis Hoese	Mrs. Celia Elbaum James Fay, Prin.	John Jay School #59 1835 W. Pheasant Trail Mt. Prospect 60056 Tel. 437-1000, Ext. 69	Dev. 1st Rm. 111	8:30 - 11:45
Lillian Kirkwood	Ralph Beasley Gerald Kiffel, Prin.	London Jr. High #21 1001 W. Dundee Road Wheeling 60090 Tel. 537-5930	LD - Jr. High Rm. 4 - Resource	8:30 - 11:55
Louise Kuchynka	Mrs. Lydia Erikson Anthony Mostardo, Prin.	Clearmont School #59 280 Clearmont Drive Elk Grove Village 60007 Tel. 437-1000, Ext. 41 & 42	Dev. 2nd Grade Rm. 302	8:30 - 12:00

Carlene Lindell	Mrs. Lenna Hensley James Finke, Prin.	John Muir School #23 Drake Terrace & Oak St. Prospect Heights 60070 Tel. 259-4550	LD - Elem. Itinerant	8:30 - 12:00 (Mon.) 10:00 - 12:00 (Wed.& Fri.)
	Mrs. Lenna Hensley Donald Graham, Prin.	Sullivan School #23 700 N. Schoenbeck Road Prospect Heights 60070 Tel. 259-4550	LD - Elem	8:30 - 12:00 (Tues.& Thur.)
	Mrs. Lenna Hensley Mrs. Mary Hyrczyk, Prin.	Dwight D. Eisenhower Sch.#23 Schoenbeck & McDonald Rds. Prospect Heights 60070 Tel. 259-4550	LD - Elem.	8:30 - 10:00 (Wed.& Fri.
Annette Lubkeman	Monica Powell Gus Nizzi, Prin.	Eugene Field School #21 51 St. Armand Lane Wheeling 60090 Tel. 537-2110	LD - Prim. Resource	8:30 - 12:00
Mary McElroy	Mrs. Sandra Ryan Roger Dubois, Prin.	Nathan Hale School #54 Wise Road Schaumburg 60172 Tel. 529-8080	Dev. - 1st Rm. 105	8:30 - 11:45
James Morrissey (1st 8 weeks)	Mrs. Gay Sladky Gene Shull, Prin.	Lake Louise School #15 500 N. Jonathan Palatine 60067 Tel. 394-2070	LD - Intermediate Self	8:30 - 12:00
(2nd 8 weeks)	Ed Whitcomb Robert Haskell, Prin.	Elk Grove H.S. #214 500 Elk Grove Blvd. Elk Grove Village 60007 Tel. 439-4800	LD - H.S. Resource	8:00 - 12:00
Lois Rogers	Mrs. Colene Norton Robert G. Parsons, Prin.	Wilson School #25 15 E. Palatine Road Arlington Heights 60004 Tel. 259-4346	LD - Elem. Resource	8:30 - 12:00

Nancy Ruble	Mrs. Barbara Witt Edwin Hendricks, Prin.	Dryden School #25 722 S. Dryden Arlington Heights 60005 Tel. 259-5495	LD - Elem. Resource	8:30 - 12:00
Jean Schaefer	Mrs. Mildred Huff Cyril J. Kozel, Prin.	Fairview School #57 300 N. Fairview Mt. Prospect 60056 Tel. 253-5244	LD - Prim. Resource	8:30 - 12:00
Donna Scheldrup	Mrs. Judy Kubiak Susan B. McCann, Prin.	Campanelli School #54 310 S. Springinsguth Rd. Schaumburg 60172 Tel. 894-9060	SMA - Prim. Rm. - 17	8:30 - 12:00
Helen Sorgatz	Mrs. Kay Haines Phillip Worland, Prin.	Park School #25 306 W. Park St. Arlington Heights 60005 Tel. 259-4427	LD - Elem. Resource	8:30 - 12:00
Carol Van Heltebrake	Mrs. Caroline Stone John Whipple, Director	First United Methodist Church 1903 E. Euclid Arlington Heights 60004 Tel. 394-4610	ED - Class	9:30 - 12:00
Virginia Weber	Marilyn Fender Dennis Carpenter, Prin.	Twain School #21 515 Merle Lane Wheeling 60090 Tel. 537-0630	LD - Int. Resource	8:30 - 12:00

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CLASS SCHEDULE

Monday	1 - 2:30	Measurement and Evaluation 37-308-82 Dr. Mary Kooyumjian
Tuesday	1 - 3:00	Characteristics of Children with Behavioral and Learning Disorders 97-301-81 Dr. Don McBride
Wednesday	1 - 2:30	Measurement and Evaluation 37-308-82 Dr. Mary Kooyumjian
	2:30 - 3:30	Psychology of Exceptional Children 37-311-82 Mrs. Pamela Gillet
Thursday	1 - 3:00	Psychology of Exceptional Children 37-311-82 Mrs. Pamela Gillet
Friday	1 - 3:30	Diagnosis and Remediation of Learning Disabilities 38-401-82 Dr. Glenn Thompson
Saturday	9 - 12 N	Methods and Materials for Children with Learning and Behavioral Disorders 97-302-81 Mrs. Margaret Atchinson

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CLASS DESCRIPTION

Monday 1:00 - 2:30 Kensington School
Measurement & Evaluation
37-308-82 (3 credits)
Dr. Kooyumjian

Overview of measurement methods. Basic statistical concepts. Principles of test construction and interpretation. Individual and group tests of aptitude, achievement, and personality. Personality assessment and diagnostic testing. Principles and problems in program evaluation.

Tuesday 1:00 - 3:00 Kensington School
Characteristics of Children with Behavioral and Learning Disorders
97-301-81 (3 credits)
Dr. McBride

Psychological, neurological, behavioral, and academic characteristics; implications of these characteristics for the self-contained classroom, resource room, and itinerant teachers.

Wednesday 1:00 - 2:30 Kensington School
Measurement & Evaluation
37-308-82 (3 credits)
Dr. Kooyumjian

2:30 - 3:30
Psychology of Exceptional Children
37-311-82 (3 credits)
Mrs. Gillet

Identification of atypical children; problems in identification, differential diagnosis and treatment of the mentally retarded, culturally disadvantaged, intellectually gifted, emotionally handicapped, socially maladjusted, learning disabled, physically handicapped, and communicationally handicapped; implications for personality development and learning.

Thursday 1:00 - 3:00 Kensington School
Psychology of Exceptional Children
37-311-82
Mrs. Gillet

Friday 1:00 - 3:30 Kensington School
Diagnosis & Remediation Learning Disabilities
38-401-82 (3 credits)
Dr. Thompson

Suspected etiology of severe learning disabilities - medical, psychological, neurological, sociological. Instructional implication of various theoretical frameworks for the problems of learning disability. Special methods, materials, and approaches for the teaching of children with learning disabilities in the areas of reading, language, mathematics, writing, and non-verbal areas.

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Saturday 9:00 - 12 Noon Kensington School Methods & Materials for
Children with Learning &
Behavioral Disorders
97-302-81 (3 credits)
Mrs. Atchinson

The child with learning disabilities and the child with behavioral disorders in school and society; their abilities and limitations; instructional objectives; adapting curriculum and materials to fit their needs; materials and methods of instruction; classroom management; types of educational plans; evaluation procedures.

Monday - Friday 8:30 - 12 Noon
Kensington School Practice teaching field of
Children with Learning Disabilities
and Behavioral Disorders

6 credits
Gillet
Griffith
Bander

Practice teaching combined with individual conferences and seminar discussions. Bridging the theoretical aspects of learning disabilities and behavior disorders with an understanding of their practical application within the class room; field trips to varying settings concerned with these children, i.e., schools, hospitals, social agencies.

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COLLEGE COURSE OUTLINES

Methods and Materials for Children with Learning and Behavioral Disorders

97-302-81 - Mrs. Margaret Atchison

This course will acquaint the student with a variety of methods and materials suitable for remediation of learning disorders in the areas of reading, math, spelling, writing, visual-perception and visual-motor, auditory reception and expression, motor (gross and fine) activities, and behavior.

COURSE OUTLINE

Unit I Overview and Definitions

1. Factors related to learning problems
2. The child with specific learning disabilities

Unit II Classroom Organization and Management

1. Informal testing
2. Rating scales and evaluation
3. Physical environment
    a. materials
    b. organization
4. Emotional environment
    a. the teacher-child relationship
    b. behavior problems
5. The "special" classroom and the school
6. Behavior modification

Discussions in the following units of concentration will provide the student with source of methods and materials which will be organized in a notebook or file for future reference in teaching.

Unit III Diagnostic Tests and Remedial Activities (e.g., Frostig, ITPA)

Unit IV Reading Disorders

Unit V Spelling: Remediation

Unit VI Math

Unit VII Writing

Unit VIII Non-Verbal Behavior

Text: Learning Disabilities: Educational Principles & Practices.
Doris Johnson & Helmer Myklebust. (New York: Grune & Stratton, 1967)

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DIAGNOSIS AND REMEDIATION OF LEARNING DISABILITIES

38-401-82 Dr. Glenn Thompson

This course is designed to provide practical information relating to the following problems:

1. What processes are essential to normal learning?

2. What are the characteristics of children with learning disabilities in terms of their performance in the classroom (identification)?

3. What kinds of behavioral data are necessary to the planning of educational treatments (diagnosis)?

4. Theoretical frames of reference: how do they influence the content of the diagnostic and remedial processes?

5. What are some of the psycho-educational instruments that are commonly used in the process of identification and diagnosis?

6. What kinds of school programs have been designed for the handling of children with learning disabilities?

7. How is the learning disabilities specialist used in each of the programs described above?

8. How is the learning disabilities approach relevant to other areas of special education?

9. What kind of relationship might obtain between learning disabilities and behavior problems?

10. How might the following disorders be diagnosed and remediated?

    a. aphasis
    b. problems in perception
    c. memory impairment
    d. dyslexia
    e. dyscalculia

11. In addition to attempting the remediation of learning disabilities, what other important services might the learning disabilities specialist render?

Text: Johnson & Myklebust. Learning Disabilities. (New York: Grune & Stratton, 1967).

PSYCHOLOGY OF EXCEPTIONAL CHILDREN
37-311 Pamela Gillet

COURSE OUTLINE:

- I. Introduction to the Field of Exceptional Children
- II. Physical Differences
  - A. Oral Handicaps
    - 1. Defective Speech
  - B. Aural Handicaps
    - 1. Defective Hearing
      - a. Deaf
      - b. Hard of hearing
  - C. Visually Handicapped
    - 1. Blind
    - 2. Partially Sighted
  - D. Physical Disabilities
    - 1. Crippled Children
    - 2. Special Health Problems
- III. Intellectual Deviations
  - A. Gifted Children
  - B. Educable Mentally Retarded Children
  - C. Trainable Mentally Retarded Children
  - D. Educationally Retarded Children
- IV. Cultural Handicap
- V. Neurological Handicaps
- VI. Emotional and Social Adjustment
  - A. Emotional Disturbance
  - B. Social Maladjustment
- VII. Multiply Handicapped

Text: William Cruikshank. Education of Exceptional Children & Youth. (New Jersey: Prentice Hall, 1963).

CHARACTERISTICS OF CHILDREN WITH BEHAVIOR AND LEARNING DISORDERS

97-301 Dr. Donald McBride

COURSE OUTLINE:

I. PURPOSE

A. To identify the characteristics of children with behavior and learning disorders.

B. To learn how to make use of the knowledge of these characteristics in educating these children.

C. To gain an appreciation of the systems and methods in remediating these disorders.

II. INVOLVEMENT

The students will engage in the following activities;

A. Present three oral reports:

1. a topic dealing with a learning disorder
2. a topic dealing with a behavior disorder
3. a vignette taken from fiction dealing with a behavior disorder

B. Write one critical review per week based on a journal article in the areas of behavior and learning disorders.

C. Hand in two questions per week based on the material covered in the class room.

Texts: Myers, Patricia & Hammill, Donald. Methods for Learning Disorders. (New York: John Wiley & Sons, 1969).

Long, Nicholas, Morse, William, and Newman, Ruth. Conflict in the Classroom. (Belmont, California: Wadsworth Publishing Company, 1969).

MEASUREMENT AND EVALUATION

37-308 Dr. Mary Kooyumjian

COURSE OUTLINE

- Overview of Measurement Methods
  - Historical and Philosophical Orientation
  - Purposes of Measurement and Evaluation
  - Contemporary Issues and Problems

- Basic Statistical Concepts

- Principles of Test Construction and Interpretation
  - The Applicability of Statistical Concepts to Test Interpretation
  - Test Ethics and Standards
  - Validity and Reliability
  - Norms and Standard Scores
  - Sources of Information about Tests
  - Implications for Evaluation Pupil Performance

- Individual and Group Tests
  - Tests of Academic Aptitude and "General Ability"
  - Projective Tests
  - Scholastic and Aptitude Tests
  - Achievement Tests
  - Personality, Attitude, and Interest Inventories

- Teacher-Made Tests and Grades
  - Teacher-Made Tests
    - The Essay Test
    - The Objective Test
  - Grades and Report Cards
  - Educational Diagnosis

- A School Testing and Evaluation Program
  - Objectives
  - Selection of Tests
  - Prevailing practices in School-Wide Testing Programs

Texts: Karmel, Louis J. Measurement & Evaluation in the Schools. (New York: Macmillan Co., 1970).

Flynn, John T. Fundamentals of Measurement & Evaluation: A Programmed Guide. (New York: American Book Co., 1969).

APPENDIX A - 31

FIELD TRIPS

Northwest Suburban Council for Exceptional Children

Speaker: Doris Johnson, "Problems of Understanding Meaning in Communication"

Illinois Council for Exceptional Children Convention

Variety of speakers and workshops in various fields of Special Education

Shore School & Training Center 2525 Church Street Evanston, Ill. 60201 UN 9-6610 Mrs. Helene Cohn	Pre-school through adult training in sheltered workshop; vocational counseling, psychological testing and diagnostic services; parent counseling, recreational activities.
Charles Read Mental Health Zone Center 4200 N. Oak Park Avenue Chicago, Ill. 794-3600 Dept. of Mental Health	Day school program; out patient clinic; child development center; school consultation as a crisis intervention; individual, family, and joint therapy.
Cove School - Private School 2109 Sherman Evanston, Ill. GR 5-6646 Dr. Laura Rogan	Day school educational programming for children ages 6 to 12, parent counseling, psychological testing.
Grove School 409 Old Mill Road Lake Forest, Ill. 60045 Mrs. Matson 234-5540	Educational treatment center for the exceptional child (3 - young adult)
Summit School for Learning Disabilities 417 W. Main St. W. Dundee, Ill. 60118 Mrs. Ruth Tofanelli 428-6451	One-to-one tutoring program during the morning. During the afternoons, students return to their regular classes in public schools.
Tikvah Schools 3635 W. Devon Ave. Chicago, Ill. DE7-6700, Ext.206	Nongraded, non-sectarian school for children who are perceptually handicapped. Classes of 6 children/teachers and aides. Religious training in each faith, mandatory parent counseling with psychiatric social workers and other staff members.
Instructional Materials Center, Region I Office of Supt. of Public Instr. Grand & Mannheim Northlake, Ill.	Resource center for educational instructional materials, audio-visual equipment, and professional literature.

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Northwest Educational Cooperative

EPDA TEACHER TRAINING PROGRAM

Date: November 16, 1970

MEMO TO: Directors of Special Education, Directors of Personnel, and Others Interested

FROM: Pamela Gillet, Director, Northwest Educational Cooperative Teacher Training Program

RE: Teacher Placement for Mid-Year

The Northwest Educational Cooperative Teacher Training Program has twenty-four interns who are involved in obtaining the necessary preparation for teaching in the field of education for children with learning disorders and/or behavioral disorders.

During their training program (September 8th - January 15th, 1971) they have partaken in various clinical experiences in schools which are part of the Northwest Educational Cooperative Consortium of School Districts. Some of the experiences have been in resource and self-contained rooms for children with learning disabilities, in self-contained classes for emotionally disturbed children, in self-contained classes for the socially maladjusted, in diagnostic classes, and in developmental first and second grades. These experiences were held in the mornings. In the afternoons, the interns were involved in college class work - Measurement and Evaluation, Characteristics of Children with Learning and Behavioral Disorders, Diagnosis and Remediation of Learning Disabilities, Psychology of Exceptional Children, and Methods and Materials for Children with Learning and Behavioral Disorders.

As indicated above, the first half of the training program terminates on January 15th, 1971. At this time, we are hoping there will be vacancies or new class openings in these various special education fields and also in the primary grades, as we feel these interns, due to their training, could be of valuable help to the child who is having learning and/or behavioral problems in the early grades.

During the second semester, when the interns are placed as teachers in various positions, the Northwest Educational Cooperative Teacher Training staff will be available to make visits to these respective classes. In this way, we hope to offer the service of instructional supervision to the interns, thereby aiding the school districts in consultation efforts for these new teachers. The second half of the training program also offers in-service meetings approximately twice a month. These will involve presentations by guest speakers in the respective fields and demonstrations of new teaching aids and materials. These will be held during the week, after school hours. We would be most happy to invite any of your other interested staff members to these sessions. A calendar of such meetings will be made available.

When you know of such openings, and would want to consider our interns, I would be very happy to supply you with the interns' names, addresses, phone numbers, and background data so that you could study the information and arrange interviews with these prospective candidates.

You may either call me at 253-3330, or fill out the form enclosed to signify that you are interested in some of our interns. The form should be mailed to me at the address designated on this memo.

Sincerely yours,

Pamela Gillet

Pamela Gillet, Director
Northwest Educational Cooperative
Teacher Training Program

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NORTHWEST EDUCATIONAL COOPERATIVE

TEACHER TRAINING PROGRAM

Pamela Gillet, Director

Name of Person Selecting Candidates ______________________________

School District ______________________

Type of Opening: 1. _____________________

2. ______________________

3. ________________________

4. _________________________

5. ____________________________

Information about interns desired:

Other Comments:

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Northwest Educational Cooperative

EPDA TEACHER TRAINING PROGRAM

Date: November 25, 1970

MEMO TO: Directors of Special Education,
Directors of Personnel,
Other Interested Persons
FROM: Pamela Gillet, Director
NEC Teacher Training Program
RE: MID TERM PLACEMENT OF INTERNS

We have had responses to our original letter pertaining to hiring these twenty-four interns for learning disability, socially maladjusted, and regular primary classes for the second semester of the present school year.

During these intiial contacts, some of the questions that were raised dealt with reimbursement and certification requirements.

Enclosed, you will find a reply from the State Certification Board pertaining to these areas.

Again, my office will be pleased to supply you with information pertaining to individual interns and answer any other questions you might have.

I would also like to add that we are extremely interested in primary grade placement for our people as well as special education classes.

The official training period ends January 15th, but if a placement is needed to to be filled before this date, special arrangements can be made through my office.

201 South Evanston, Arlington Heights, Illinois 60004 Phone: 253-3330

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Northwest Educational Cooperative

EPDA TEACHER TRAINING PROGRAM

Date: January 19, 1971

MEMO TO: Directors of Personnel,
Directors of Special Services

FROM: Pam Gillet

RE: Northwest Educational Cooperative Teacher Training Program's Intern Placement

The twenty-four interns of the Northwest Educational Cooperative Teacher Training Program are entering the second phase of the program for placement as teachers in regular primary grades or in special education classrooms.

As of January 15th, fourteen of them have accepted teaching positions; a few possibilities to be determined shortly.

As teaching positions become available during the spring semester or next fall, it is hoped that consideration will be given to the other ten. We will be glad to facilitate this matter in any way we can. In the meantime, an aide placement plan has been devised. Services of these aides are available for $65.00 per week. Plans are to offer the people involved in the aide program a stipend of $25.00 per week through the EPDA funds of our progtam. This has been confirmed by the state office. The remaining money, to be paid by the individual school districts.

If these qualified people are placed with a certified teacher, reimbursement for the aide can be claimed by the school district. A letter is forthcoming from the state office of special education verifying this point.

It is hoped that as regular grade positions or special education placements become available, these aides could be moved into these positions since these people are all qualified, and by April, will all be fully reimburseable as special education teachers in the Maladjusted areas A and B.

Preference for aide placement will be given to districts who will have openings in September for possible employment of these people.

Since the people have had specialized training, they are looking forward to aide positions where they will directly be working with children to help in remediating their problems.

We should like to begin this aide program during the first part of February. Information concerning the people available for these positions and arrangements for placing them can be made through the teacher training office. The number is 253-3330.

Again, thank you for your help and consideration in this matter.

201 South Evanston, Arlington Heights, Illinois 60004 Phone: 253-3330

NORTHWEST EDUCATIONAL COOPERATIVE
TEACHER TRAINING PROGRAM

Placement - Second Semester

Intern	Placement	School	District
Dorothy Adams	Primary Emotionally Disturbed Self Contained	Read Zone Center 4200 N. Oak Park Ave. Chicago, Ill.	State of Illinois
Margaret Barren	Intermediate Learning Disabilities Self Contained	Lake Louise 500 N. Jonathan Drive Palatine, Ill.	#15
Christine Bauske	5th Grade	Albert Einstein 345 W. Walnut Des Plaines, Ill.	#59
Alan Dietsche	Intermediate Learning Disabilities Socially Maladjusted Resource Room	Scott School 2250 North Scott Melrose Park, Ill.	#83
Jacqueline L. Everett	3rd Grade	MacArthur 525 Chippendale St. Hoffman Estates, Ill.	#54
Donna M. Glinka	Intermediate Learning Disabilities Resource Room - Aide	Busse School 101 N. Owen Mt. Prospect, Ill.	#57
Joan Goins	Junior High Learning Disabilities Resource Room	MacArthur Junior High 700 N. Schoenbeck Prospect Heights, Ill.	#23
Jean Guthrie	Intermediate Learning Disabilities Self Contained	Armstrong Grade School Kingsdale Road Hoffman Estates, Ill.	#54
Marijo Hickok	Junior High Learning Disabilities Itinerant Room	Lively 999 Leicaster Rd. Elk Grove Village, Ill.	#59

Intern	Placement	School	District
Marijo Hickok	Junior High Learning Disabilities Itinerant Room	Holmes 1900 W. Lonnquist Blvd Mt. Prospect, Ill.	#59
Phyllis Hoese	1st Grade	High Ridge Knolls 588 S. Dara James Des Plaines, Ill.	#59
Lillian Kirkwood	Intermediate Learning Disabilities Self Contained	Jane Stenson 9201 Lockwood Skokie, Ill.	#68
Louise Kuchynka	5th Grade	Ridge School 650 Ridge Ave. Elk Grove Village, Ill.	#59
Carlene Lindell	1st Grade	Betsy Ross 700 N. Schoenbeck Rd. Prospect Heights, Ill.	#23
Annette Lubkeman	Junior High Learning Disabilities Self Contained	Spaulding Grade School Green Bay & Grand Ave. Waukegan, Ill.	Lake County Special Education Organization
Mary McElroy	4th Grade	Lakeview Washington & Lakeview Schaumburg, Ill.	#54
James Morrissey	Intermediate Learning Disabilities Socially Maladjusted Resource Room	Westdale School 99 W. Diversey Northlake, Ill.	#83
Amelia Medved	Junior High Learning Disabilities Itinerant Room	Jane Addams Junior High Springinsguth Road Schaumburg, Ill.	#54
	Junior High Learning Disabilities Itinerant Room	Robert Frost Junior High Wise Road Schaumburg, Ill.	#54

Intern	Placement	School	District
Amelia Medved	Junior High Learning Disabilities Itinerant Room	Helen Keller Junior High 820 Bode Road Schaumburg, Ill.	#54
Lois Rogers	6th Grade Socially Maladjusted Self Contained	Robert Frost School 305 Aspen Drive Prospect Heights, Ill.	#21
Nancy Ruble	2 - 8 Grade Learning Disabilities Emotionally Disturbed Homebound	Rand Junior High 2550 N. Arlington Hts.Rd. Arlington Heights, Ill. (Pupils' Homes)	#25
Jean Schaefer	Developmental 1st Grade	Tarkington School 310 Scott St. Wheeling, Ill.	#21
Donna Scheldrup	Primary-Intermediate Learning Disabilities Resource Room	North School 410 N. State Road Arlington Heights, Ill.	#25
Helen Sorgatz	4th Grade Socially Maladjusted Self Contained	Walt Whitman 133 S. Wille Wheeling, Ill.	#21
Carol von Heltebrake	1 - 8 Grade Learning Disabilities Emotionally Disturbed Resource Room Homebound-Aide & Tutor	St. Joseph the Worker 171 W. Dundee Rd. Wheeling, Ill. (Pupils' Homes)	Parochial School #23, West Suburban Area
Virginia Weber	Developmental 1st Grade Self Contained Aide	Walt Whitman 133 S. Wille Wheeling, Ill.	#21

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2nd SEMESTER PLACEMENT

Pamela Gillet, Director

The changes in type of placement for the interns which occurred between the first and second semesters were as follows:

	1st Semester		2nd Semester
	1st 8 weeks	2nd 8 weeks	
A	Learning Disabilities Pre-Primary Self Contained	Learning Disabilities Intermediate Resource Room	Emotionally Disturbed Primary Self Contained
B	Diagnostic Primary Self Contained		Learning Disabilities Intermediate Self Contained
C	Developmental 1st Grade Self Contained		5th Grade
D	Learning Disabilities High School Resource Room		Learning Disabilities Socially Maladjusted Intermediate Resource Room
E	Learning Disabilities Elementary Itinerant		3rd Grade
F	Learning Disabilities Junior High Resource Room		Learning Disabilities Junior High Itinerant Room
G	Learning Disabilities Primary Resource Room		Learning Disabilities Intermediate Resource Room
H	Learning Disabilities Elementary Resource Room		Learning Disabilities Junior High Resource Room
I	Learning Disabilities Elementary Resource Room		Learning Disabilities Intermediate Self Contained
J	Emotionally Disturbed Intermediate Self Contained		Learning Disabilities Junior High Itinerant Room

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	1st Semester	2nd 8 weeks	2nd Semester
K	Developmental 1st Grade Self Contained		1st Grade
L	Learning Disabilities Junior High Resource Room		Learning Disabilities Intermediate Self Contained
M	Developmental 2nd Grade Self Contained		5th Grade
N	Learning Disabilities Elementary Itinerant		1st Grade
O	Learning Disabilities Primary Resource Room		Learning Disabilities Junior High Self Contained
P	Developmental 1st Grade Self Contained		4th Grade
Q	Learning Disabilities Intermediate Self Contained	Learning Disabilities High School Resource Room	Learning Disabilities Socially Maladjusted Intermediate Resource Room
R	Learning Disabilities Elementary Resource Room		Socially Maladjusted 6th Grade Self Contained
S	Learning Disabilities Elementary Resource Room		Emotionally Disturbed Learning Disabilities 2 - 8 Grade Homebound
T	Learning Disabilities Primary Resource Room		Developmental 1st Grade
U	Socially Maladjusted Primary Self Contained		Learning Disabilities K - 5 Grade Resource Room
V	Learning Disabilities Elementary Resource Room		Socially Maladjusted 4th Grade Self Contained
W	Emotionally Disturbed Elementary Self Contained		Tutorial Homebound 1 - 8 Grade Resource Room
X	Learning Disabilities Primary Resource Room		Developmental 1st Grade Self Contained

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Placement by District

Pamela Gillet, Director

District	Number	Placement
* Mental Health Zone Center	1	Emotionally Disturbed
#15	1	Learning Disabilities
#59	2	5th Grade
	1	Learning Disabilities
	1	1st Grade
* #83	2	Learning Disabilities Socailly Maladjusted
#57	1	Learning Disabilities
#23	1	Learning Disabilities
	1	1st Grade
#54	1	3rd Grade
	2	Learning Disabilities
	1	4th Grade
* #68	1	Learning Disabilities
* Lake County Special Education Association	1	Learning Disabilities
#21	2	Socially Maladjusted
	2	Developmental 1st Grade
#25	1	Learning Disabilities Emotionally Disturbed
	1	Learning Disabilities
Parochial School System	1	Learning Disabilities Emotionally Disturbed

TOTALS: Dist. #15 - 1
#59 - 4
#57 - 1
#23 - 2
#54 - 4
#21 - 4
#25 - 2
NEC Public Schools - 18
Parochial Schools - 1
within NEC Consortium 19

* State of Illinois - 1
* #83 - 2
* #68 - 1
* Lake County - 1
* Outside NEC Consortium 5

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Pamela Gillet, Director

IN SERVICE TRAINING

January 25, 1971 4:15 - Monday	Seminar - Group Work - Discussion of Intern Assignments
February 8, 1971 4:15 - Monday	Language Master Demonstration Mrs. Nancy Carlson
February 22, 1971 4:15 - Monday	"Practical Approaches to the Solving of Reading Problems" Dr. Janet Lerner, Northwestern University
March 1, 1971 4:15 - Monday	"What is a Neurological?" Dr. Herbert Grossman, Director, Illinois Pediatric Institute
March 8, 1971 4:15 - Monday	"The ITPA - Its Usage and Educational Implications" Mrs. Nancy Hanck & Mrs. Ruth Johnson Diagnosticians - District #54
March 18, 19, 20, 1971 Thursday, Friday & Saturday	ACLD Convention
March 22, 1971 4:15 - Monday	Classroom Problem Solving Seminar Diana Bander & Jean Griffith, Team Leaders
April 5, 1971 4:15 - Monday	"Developing Humor in the Learning Disabled Child" Dr. Patrick Ashlock, Director Ashlock Learning Center, Northeastern Illinois State College
April 19, 1971 4:15 - Monday	"Behavior Modification and a Practical Approach to Handling Emotional Problems in the Classroom" Mr. Thomas Atchison, Special Educator, Leyden Township Special Education District
May 3, 1971 4:15 - Monday	Remedial Math Seminar Mr. Carl Seltzer, Math Consultant, District #54
May 14, 15, 1971 Friday & Saturday	Summit School Workshop
May 17, 1971 4:15 - Monday	"Drug Therapy" Dr. Gross, Neuropsychiatrist
May 19, 1971 6:30 - Wednesday	"The Exceptional Child, Person and Problem" Dr. Johanna Tabin, Child Psychologist
June 15, 1971 2:00 - Sunday	Final Seminar Barbecue Party

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NORTHWEST EDUCATIONAL COOPERATIVE

TEACHER TRAINING PROGRAM

PROFESSIONAL LIBRARY MATERIALS

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Pamela Gillet, Director

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NORTHWEST EDUCATIONAL COOPERATIVE

TEACHER TRAINING PROGRAM

Pamela Gillet, Director

INSTRUCTIONAL MATERIALS LIST

Developmental Learning Materials

- Association Picture Cards, I, II, III
- Auditory Perception Training
  - Discrimination
  - Figure Ground
  - Imagery
  - Memory
  - Motor

- Body Concept Ditto Masters I, II
  - 2 Buzzer Boards
  - 2 Buzzer Board Pattern Cards
  - Color Association Picture Cards
  - Counting Picture Cards
  - 2 Design Cards for Colored Inch Cubes
    - Design Cards for Large Parquetry
    - Design Cards for Small Parquetry
  - 2 Designs in Perspective for Colored Inch Cubes
  - Dot - To - Dot Paper
  - Motor Expressive Cards, I, II
  - Parquetry Paper
  - Pre-Writing Designs
  - Sensorithmetic-Add or Subtract Box
  - Sensorithmetic-Multiply or Divide Box
  - Sequential Picture Cards I, II, III
  - Spatial Relation Picture Cards I
  - Tracing Paper Designs
  - Visual Memory Cards I, II, III, IV

Fitzhugh Plus Program

- Addition
- Alphabet and Common Nouns
- Action Verbs
- Grammar and General Knowledge
- Shape Analysis and Sequencing
- Shape Completion
- Spatial Organization Series
- Subtraction and Multiplication
- Teacher's Manual
- Narrative Problems and Division

The Frostig Program for the Development of Visual Perception

- Advanced Pictures and Patterns and Teacher's Guide
- Beginning Pictures and Patterns and Teacher's Guide
- Intermediate Pictures and Patterns and Teacher's Guide
- Picture and Patterns
- Test and Manual
- Worksheet Package

- Worksheet Package
  - Figure Ground Perception - 78 worksheets
  - Perceptual Constancy - 70 worksheets
  - Perception of Position in Space - 36 worksheets
  - Perception of Spatial Relations - 85 worksheets
  - Visual Motor Coordination - 90 worksheets

Mott Basic Language Skills Program

Teaching Resources

- Auditory Discrimination in Depth Program
- Dubnoff School Program
  - Directional-Spatial-Pattern Board Exercises (Board and Cards)
  - Instructor's Guide
  - Ditto Sheets
  - Experiential Perceptual - Motor Exercises
  - Pre-Writing Perceptual - Motor Exercises
  - Sequential Perceptual Exercises - Motor Exercises

- Eirie Program
  - Instructor's Guide
  - Perceptual Bingo
  - Perceptual Card and Dominoes Games
  - Visual Motor Template Forms
  - Visual Perceptual I Exercises

- Fairbanks-Robinson Program, Level I and II
  - Perceptual Motor Development

- Pathway School Program
  - Eye Hand Coordination Exercises

- Ruth Ceves Program I
  - Visual Motor Perception Teaching Materials
    - Association Cards
    - Concept Clocks in Color
    - Configuration Cards
    - Flip and Build
    - Fruit and Animal Puzzles
    - Geometric Shapes
    - Instructor's Guide
    - Large Form Puzzles
    - Ordinal Placement Board
    - See and Say Puzzle Cards
    - Show You Know - Then Go - Phonics Game
    - Small Form Puzzles

Love Publishing Company

- Individualized Reading Skills Improvement
- Individualized Arithmetic Instruction

Ideas in Education

- Math Practice Slate
  - Subtraction Review
  - Addition Review
  - Fraction & Decimal Review sets 1, 2, 3, 4, 5

SRA

- Junior Reading for Understanding
  - Arithmetic Fact Kit

Cenco

- Reading Pacer

Gillingham

- Materials for Remedial Training for Children with Specific Disabilities in Reading, Spelling, and Penmanship

APPENDIX B

Instruments	Page
Application for Candidacy into the Teacher Training Program	1
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Observation Form Used to Record Visitation to the Interns	5
Critical Incident Technique Form	6
Performance Check List	7
Guidelines for Completing the Performance Check List	9
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Check List Used in Principals' Evaluation of the Interns	18
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APPENDIX B - 1

NORTHWEST EDUCATIONAL COOPERATIVE

112 North Belmont Avenue
Arlington Heights, Illinois 60004
Phone (312) 394-4540

APPLICATION

To Participate in Teacher Training Program

September 1970 - July 1971

...*Complete this application form and return it to the NEC office by August 15.*

...*Transcripts to cover all college and university work should also be sent to the NEC office.*

...*A personal interview is required of all candidates who are considered for an internship position in the Teacher Training Program.*

Name ______________________________

Address ______________________________
Street City Zip

Telephone No. ______________________________

I certify that I meet the minimum criteria set forth in the announcement describing this program (dated July 9, 1970) and that if selected, I would participate fully in all pre-service and in-service training activities associated with the program and its evaluation.

____
Date Signature of Applicant

I. PERSONAL INFORMATION

Name ______________________________

Date and Place of Birth ______________________________

Married __________ Number of Children and Ages ______________________________

Height __________ Weight __________ Physical Defects? __________

What is your general condition of health? ______________________________

Do you have a teaching certificate? ______ Type? ______________________________

Valid in what state? ______________________________

APPENDIX B - 2

Circle any of the following activities which you are qualified to supervise:

Drama, Intramurals, Clubs, Track, Playground, Band, Vocal Music, Athletics,

Newspaper, others ____________________

Have you received honors awards? ____________________

What are your hobbies and interests? ____________________

II. EDUCATIONAL AND PROFESSIONAL TRAINING

	Name and Address of School or College	Attended		What Degree	Year of Graduation
		From	To		
High School					
College					
University					
Masters Wor					
Ph.D. Work					
Other					

College Major ____________________

College Minor ____________________

Graduate Major

III. TEACHING EXPERIENCE

Name and Address of School	Grade or Subject Taught	Taught		No. of Years
		From	To	

IV. EXPERIENCES OTHER THAN TEACHING

Where	Nature of Work	Dates

APPENDIX B - 3

V. REFERENCES

Give names and addresses of those WHO HAVE FIRST HAND KNOWLEDGE of your teaching ability, scholarship, personality and character.

Name	Address	City	Position

VI. Are you currently employed?__________ If so, where and what type of work? ______

____

VII. Why do you want to take part in this program?

VIII. Use this space to tell about your experiences which are pertinent to this type of training.

APPENDIX B - 4

NORTHWEST EDUCATIONAL COOPERATIVE
TEACHER TRAINING PROGRAM

Feedback Guide for Master Teachers

October 14, 1970

1. What do you feel are the greatest strengths of this program?

2. What do you feel are the biggest problems with this program at this moment?

3. Are there any ways in which the staff can be of greater service to you?

4. General comments.

APPENDIX B - 5

NORTHWEST EDUCATIONAL COOPERATIVE

TEACHER TRAINING PROGRAM

Pamela Gillet, Director

Observations of Visits to the Interns

Name ______________________________

Date ______________________________

Time of Observation ______________________________

Reason for Observation ______________________________

Type of Placement ______________________________

Observer ______________________________

I. Comments made prior to observation:

II. Observations made in class:

III. Comments made during conference:

IV. Plan of action for the future:

APPENDIX B - 6

Date ________________ Name ________________________

Week # ______________

RESPONSE SHEET FOR CRITICAL TEACHING INCIDENT

1. Describe the incident

2. Identify the problem and significant behaviors.

3. Why do you think the problem or positive behavior arose? (Note antecedent behaviors: such as interpersonal relationships between peers and teacher)

4. What do you think your immediate goal should be?

5. What are some alternative courses of action that would lead to your immediate goal?

6. What courses of action would you take? Why?

7. Describe exactly what you would say or do at the end of the incident.

8. What are some alternative ways to prevent the problem from arising again? (if it is a problem). If it is positive behavior, how can you reinforce it?

9. What information did you find that helped you better understand this child?

10. What other information (resources) would you like to have? How could it be obtained?

11. Evaluate your choice of action. What effect did your action have on mofifying the child's behavior? If this incident occurred again, what would you do?

Source:

APPENDIX B - 7

NORTHWEST EDUCATIONAL COOPERATIVE
TEACHER TRAINING PROGRAM

Performance Check List

Intern ______________________________

Master Teacher ___________________________

Prepared by ______________________________

Date __________________

Key:

1. Indicates potential for growth with further experiences.
2. Performs adequately under supervision.
3. Performs skills adequately, independently and
4. Performs outstandingly in this area.
5. Does not apply; state reason below.

	Nov.	Jan.
1. Demonstrates classroom management skills	☐☐☐☐☐	☐☐☐☐☐
2. Organizes material for presentation	☐☐☐☐☐	☐☐☐☐☐
3. Predicts individual child's behavior	☐☐☐☐☐	☐☐☐☐☐
4. Responds to affective (emotional) needs of child(ren)	☐☐☐☐☐	☐☐☐☐☐
5. Understands informal methods of diagnosis	☐☐☐☐☐	☐☐☐☐☐
6. Is aware of evaluative and diagnostic instruments	☐☐☐☐☐	☐☐☐☐☐

Performance Check List -2-

		Nov.	Jan.
7.	Knows how to write an individual prescription	☐☐☐☐☐	☐☐☐☐☐
8.	Knows how to evaluate an individual prescription	☐☐☐☐☐	☐☐☐☐☐
9.	Investigates child's previous learning experiences	☐☐☐☐☐	☐☐☐☐☐
10.	Recognizes and is able to implement appropriate teaching methods and materials according to child's needs.	☐☐☐☐☐	☐☐☐☐☐
11.	Demonstrates good judgment in the area of personal management.	☐☐☐☐☐	☐☐☐☐☐

APPENDIX B - 9

NORTHWEST EDUCATIONAL COOPERATIVE

TEACHER TRAINING PROGRAM

Guidelines for Completing Performance Check List

The Performance Check List will be used as a discussion guide for the forthcoming conference between the Intern, Master Teacher and NEC Team Leaders.

We would like the intern and master teacher to complete the form independently and in duplicate. The NEC office will retain the duplicate copies in its files.

It is hoped that as a result of this conference two or three specific objectives can be formulated which the intern will particularly want to work on between now and the end of the semester.

We are listing below the general objectives from the Performance Check List and providing specific examples under each category. These are sample items only to assist you in understanding the nature of the general objective. You may have other items in mind which better demonstrate performance of these objectives. Please list beneath each general objective on the Check List some specific examples which you feel apply to your intern's performance. This will be helpful in our conference.

1. Demonstrates classroom management skills
   a. Maintains structure in an informal atmosphere
   b. Teaches total class while adapting instructional program to individual needs.
   c. Groups effectively for instruction
   d. Handles transitions smoothly
   e. Shows consistency in her (his) attitudes and relationships with the child(ren)
   f. Uses principles of reward and punishment (positive & negative reinforcement) in appropriate situations

2. Organizes materials for presentation
   a. Has all materials on hand for the lesson
   b. Has proportioned overall goals to alloted time structure

3. Predicts individual childrens' behavior
   a. Analyzes negative behavior in terms of the situation that provoked it.
   b. Examines behavior in relation to the child's needs
   c. Understands child's non-verbal communication
   d. Recognizes the child's tolerance level.

4. Responds to affective (emotional) needs of children
   a. Achieves rapport with child
   b. Shows enthusiasm and ability to stimulate pupil interest
   c. Responds to the child's need for reassurance

APPENDIX B - 10

Guidelines

5. Understands informal methods of diagnosis
    a. Makes structured observations and reports to supervising teacher either verbally or in writing
    b. Makes informal check lists

6. Is aware of evaluative and diagnostic instruments
    a. Understands their nature and use
    b. Demonstrates a beginning knowledge of how to utilize their results

7. Knows how to write individual prescriptions
    a. Understands basic developmental sequencing
    b. Is able to observe patterns of performance and behavior
    c. Recognizes deficits and integrities and plans a teaching strategy accordingly

8. Knows how to evaluate individual prescriptions
    a. Can recognize if child is progressing
    b. Is able to modify the prescription as necessary

9. Investigates child's previous learning experiences
    a. Reads cumulative folder
    b. Ready psychological report . . . reports from social worker, etc.
    c. Makes observations across different learning environments

10. Recognizes and implements appropriate teaching methods and materials according to child's needs
    a. Matches appropriate material to corresponding problems
    b. Utilizes multi-sensory experiences

11. Demonstrates good judgment in the area of personal management
    a. Is dependable and punctual
    b. Can work cooperatively with others
    c. Has mature attitude toward taking direction

* * * * * * * *

RATING SCALE

1. Indicates potential for growth with further experiences

2. Performs adequately under supervision

3. Performs adequately, independently, and with good insight

4. Performs outstandingly in this area

5. Does not apply - state reasons below

APPENDIX B - 11

INTERN ASSESSMENT

This instrument is designed to assist you in looking back over your experience working with an intern this semester. These data will be used as group data sent directly to the evaluator, and you will not be identified as an individual. We are asking for a social security number only to insure that we have received a response from each critic teacher. Think carefully about the questions, but work quickly. It should take only a few minutes to make your responses.

When you are finished, please place it in the envelope provided, and mail it to the evaluator. Thank you for your assistance.

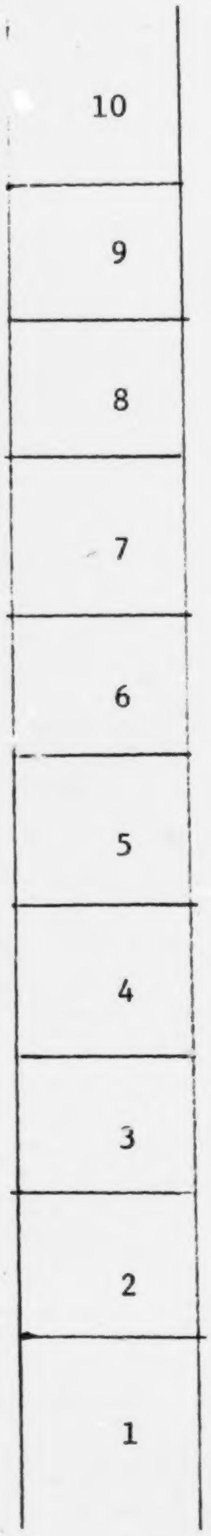
Maurice J. Eash

Name ______________________________

Social Security # ______________________________

APPENDIX B - 12

Social Security # ____________________



A. Using short descriptive adjectives and phrases, (e.g., intellectual, well prepared, clever, gets along with people) list those characteristics or traits of the best teacher in your chosen area of preparation.

B. Again using short descriptive adjectives and phrases list those characteristics or traits of the poorest teacher in your chosen area of preparation.

C. On the left margin of this sheet is a ladder where the best teachers having the characteristics or traits of A stand at the top and the poorest teachers having the characteristics or traits in B stand at the bottom.

a. Assessing the interns strengths and weaknesses encircle ○ the number where you believe she stands at this time.

b. Draw a ☐ around the number where you believe she will stand in three years.

c. Underline ____ the number where you believe she will stand in five years.

d. Make a ✓ in the box where you believe you stand.

APPENDIX B - 13

Northwest Educational Cooperative

EPDA TEACHER TRAINING PROGRAM

ATTITUDINAL INVENTORY OF CLASSROOM TEACHER

PERCEPTIONS OF THE PROGRAM

By Pamela Gillet

Name

Identity Code
(Social Security Number)

DIRECTIONS:

In the following items indicate the degree of change, if any, that has occurred in your understanding related to children with learning difficulties. It is important to register your true opinion as to the change that has resulted from your participation in the Northwest Educational Cooperative Teacher Training Program.

The following descriptions for the column heading should be used for your responses. Please mark the appropriate response in the column next to the item.

1. No change.
2. Slight change, but of little value in the classroom.
3. Change which has been useful in the classroom.
4. Marked change which has been very useful in the classroom.

I. Mark I, if you gained the most information about this from your College Classes.

II. Mark II, if you gained the most information about this from your Clinical Experiences.

III. Mark III, if you gained the most information about this from your Own Experiences in the classroom during the second semester.

IV. Mark IV, if you gained the most information about this from another Source not listed. Please list the source as well.

If you designated in column 1-4 "No change", then there would be no marks in columns I-IV.

APPENDIX B - 14

____
Identity Code
(Social Security Number)

I	II	III	IV		1	2	3	4
CC	CE	OE	S		No Change	Slight Change	Change	Marked Change
				1. Greater awareness of individual differences in children's ability to learn.				
				2. Understanding of learning limitations of certain students.				
				3. Awareness of learning problems that the normal classroom sometimes imposes on children with learning difficulties.				
				4. Importance of treating children with learning difficulties as unique individuals.				
				5. Perceiving the child as part of the class, not as a separate problem child.				
				6. Awareness of the influence of peer approval or disapproval on the child with learning difficulty.				
				7. Understanding of the child's attempts to correct his learning difficulty.				
				8. Awareness of the child's attempts to compensate for his learning difficulty.				
				9. Awareness of the need for success to strengthen the self-image of the child.				
				10. Recognizing that behavior problems often result as a consequence of the academic failure caused by the learning disability.				
				11. Acceptance that children with learning difficulties can be helped through a proper educational program.				
				12. Need for more individual help.				
				13. Need to adjust work assignments and expectations to ability of child.				

____
Identity Code
(Social Security Number)

I	II	III	IV		1 No Change	2 Slight Change	3 Change	4 Marked Change
				14. Possibilities for individualized course of study for the child with learning difficulties.				
				15. Setting goals that are realistic with the student's ability.				
				16. Evaluation of child on factors related to individual goals and not on competitive norms in all subjects.				
				17. Understand and utilize the enthusiasms exhibited when a child with learning difficulties gets special help.				
				18. More understanding of different types of physical or psychological learning difficulties.				
				19. Awareness of available methods of working with children with learning difficulties.				
				20. Awareness of available materials to be used in working with children with learning difficulties.				
				21. Willingness to seek special help for the student from other professionals.				
				22. Ability to pinpoint learning problems.				
				23. Understanding of the role of the specialist, such as the psychiatrist or neurologist, in diagnosing learning difficulties.				
				24. Awareness of several methods of working with the student and his problem, in case one method does not work.				

APPENDIX B - 16

____
Identity Code
(Social Security Number)

I	II	III	IV		1 No Change	2 Slight Change	3 Change	4 Marked Change
				25. Understanding the importance of the social environment, expecially the family situation, in working with the student.				
				26. Awareness of the learning resource room and its use.				
				27. Understanding of the neurological processes underlying perceptual-cognitive motor performance.				
				28. Awareness of the areas and dimensions of development in which the child is to be evaluated.				
				29. Awareness of informal methods of diagnosis, i.e., observation, teacher made tests, and checklists.				
				30. Understanding of administrators interpreting, and implementing certain evaluative and diagnostic instruments, i.e., Mariane Frostig, ITPA, Wepman, Peabody Picture Vocabulary.				
				31. Knowledge of various remedial exercises in developmental order.				
				32. Knowledge of various remedial exercises and methods for meeting specific deficiencies and be able to sequence these exercises in developmental order.				
				33. Knowledge of preparing an individual educational prescription, evaluating it, and modifying it, if necessary.				
				34. Understanding of basic developmental sequences.				
				35. Awareness of a structured classroom environment for fostering both emotional health and school achievement.				
				36. Awareness of the way a particular deficit can become a source of emotional difficulty and the steps needed to be taken in reducing negative effects.				

APPENDIX B - 17

____
(Social Security Number)

What was the strongest point(s) of the program?
1st semester:

2nd semester:

What was the weakest aspect(s) of the program?
1st semester:

2nd semester:

If this same program was going to take place again next year, what would be your suggestions for improving the program? What changes would you offer? What additions or deletions would you make?

APPENDIX B - 18

AN APPRAISAL OF PERFORMANCE FOR CLASSROOM TEACHERS AND SUPPORTING SERVICE PERSONNEL

NAME ____

ASSIGNMENT ____________________ LOCATION ____________________

Dear ______________________________,

The Office of Evaluation Research at the University of Illinois at Chicago Circle has been commissioned to do the evaluation of the EPDA Project. The above named intern has been teaching in your school this second semester. As one part of the evaluation, we would appreciate your assessment of his performance during this time. Your ratings will be held in confidence. After completing this form, please mail it back in the enclosed envelope. Thank you very much for your cooperation.

Sincerely Yours,

Maurice J. Eash
Director, Office of
Evaluation Research

DIRECTIONS:

This appraisal is a supervisor's comparison of one person with a full scale of other comparable people he knows ranging from the poorest to the best.

No distinction should be made in appraisal between probationary, substitute, inexperienced, and experienced personnel. In other words, the comparison of the teacher should be with all teachers, irrespective of training and experience. What is wanted is an evaluation that comes as close as possible to a single standard for all teachers, or people in a comparable position.

KEY TO RATINGS:

UNSATISFACTORY - unacceptable
POOR - does not meet expectancy level
FAIR - improving but not yet satisfactory
GOOD - satisfactory; meets level of expectancy
VERY GOOD - approaching excellence
EXCELLENT - outstanding or exceptional
NO DATA - insufficient evidence

APPENDIX B - 19

II. PROFESSIONAL PROFICIENCY (continued)	UNSATIS-FACTORY	POOR	FAIR	GOOD	VERY GOOD	EXCEL-LENT	NO DATA
D. Pupil Rapport (wholesome atmosphere, highlighted by feeling of pupil security) Comments:							
E. Individualization of Instruction or Other Student Relationships (effective with pupils of varying abilities, backgrounds & interests) Comments:							
F. Learning Atmosphere (balance between freedom and responsibility exists; classroom reflects pertinent activities, interests of pupils) Comments:							
G. Room or Office Appearance (maintenance of good physical conditions) Comments:							
III. PROFESSIONAL RELATIONSHIPS & ATTITUDES							
A. Extracurricular Participation (serves on committees, assists in solving common problems) Comments:							
B. Group Relationships (cooperative, friendly, courteous, helpful) Comments:							
C. Professionalism (actively supports professional activities) Comments:							
D. Parents and Community (builds good will; invites parents' interest in child welfare; encourages home-school cooperation) Comments:							

IV. SUMMARY EVALUATION RATING

Compared to other first year teachers I have observed, I would rate this one.
Comments:

lower 1/4	lower middle 1/4	upper middle 1/4	upper 1/4

APPENDIX B - 20

I. PERSONAL CHARACTERISTICS	UNSATISFACTORY	POOR	FAIR	GOOD	VERY GOOD	EXCELLENT	NO DATA
A. Appearance (clean, neat, etc.) Comments:							
B. Speech and Voice (uses good English, expressing thoughts clearly; easily understood. Voice agreeable, well modulated) Comments:							
C. Health and Vitality (stamina to meet daily obligations) Comments:							
D. Emotional Stability (calm, even-tempered; shows poise and maturity of action under most circumstances; responds well to criticism) Comments:							
E. Dependability (reliable, meets his obligations) Comments:							
F. Judgment and Tact (promotes understanding rather than antagonism by knowing what to do and say at the right time) Comments:							
G. Basic Understanding of Human Relationships (sensitive and understanding of the needs of others) Comments:							

II. PROFESSIONAL PROFICIENCY

A. Subject Matter Competency (background knowledge) Comments:							
B. Planning and Preparation (selection and organization of learning activities) Comments:							
C. Multi-instructional Materials (appropriate use of a wide variety of instructional aids) Comments:							

APPENDIX B - 21

IN-CLASSROOM OBSERVATION FORM

CURRICULUM EVALUATION

Richard Kunkel
James McElhinney
Ball State University

It is important that the observer be familiar with the instrument and the rational behind each item. It is further imprtant that the observer supplement the observation form with appropriate notations as a result of his actual observation or as a result of his ability to gather other pertinent data relative to the concepts sampled in this instrument.

When recording data by checking a continuum, check at exactly one of the five marks so that data can be combined from many observation forms.

OBSERVATION INFORMATION

name of teacher in room

name of observer

school where observation was made

grade level of students or identification of special group by description

date of observation

APPENDIX B - 22

PART 1
INSTRUCTIONAL MATERIALS AND PERSONNEL

1. Who is in the learning environment?

2. What learning materials are present and what is their use?

2.1 Number of resource persons in the room:

Teachers_____________, teacher aides_____________others_________

2.2 Number of students in room: ____________________.

2.3 Displayed pupil work:

No pupil work displayed	I___I___I___I___I	abundant display of pupil work
Uniformity of content	I___I___I___I___I	Uniqueness of content
Work represents one student	I___I___I___I___I	Work represents all students
Work inappropriate or irrelevant to current learning activities	I___I___I___I___I	Work appropriate to current learning activities

2.4 Is there evidence about the room of reward for creative or individual interests?

No evidence of reward for creativity	I___I___I___I___I	Extensive evidence of reward for creativity

2.5 What evidence exists that indicates that emphasis is placed on vicarious experience or direct experience? Types of physical objects around the room such as games, dolls, toys, films, record players, magazines, laboratory equipment and picture books would indicate emphasis or none.

most direct	I___I___I___I___I	mostly vicarious

2.6 Do the instructional resources as found in this room appear to be adequate, available, and used? Look for obvious evidence of use of books and materials.

No resources are available	I___I___I___I___I	abundant resources are available

2.6	Resources and materials indicate no use	I___I___I___I___I	Resources and materials indicate extensive use
	Resources seem designated for teacher use only	I___I___I___I___I	Resources seem freely accessible and used by students and teacher

PART 2
THE CLASSROOM INTERACTION

The data gathered relative to interaction will be based on the following questions:

1. What is the dominant classroom activity?
2. How are the individual needs of students being handled?
3. How are students involved in the classroom interaction?
4. How do students seem to be participating in classroom activities?

The observer is encouraged to supplement this part based on the uniqueness of particular programs.

3.1 Describe the activity in the room during your visit as whether:
(First activity or activity in progress as you observe the room

Teacher directed entire group	Most students involved in teacher directed activities while few students work alone	Teacher directs half of students while other half work individually	Most students working on individual or small group activities while teacher directs a few moving among pupils	Students work individually or in small groups with no direct supervision from teacher.

3.2 Degree to which planned learning activities exist.

Entirely chaotic unplanned, listless, etc.	I___I___I___I___I	Each person engaged in systematic effort

3.3 What seems to be the major purpose of the classroom?

Entirely skill building	I___I___I___I___I	No skill building

3.4 Degree to which material is being related to students out of class experience

No relating to out of class experience	I___I___I___I___I	Constant relating to out of class experience

3.5 Based on student perception, listen and observe pupil behavior and attempt to describe the kinds of student behavior that are being overtly rewarded or punished.

Rewards are not noticeable	I___I___I___I___I	Rewards are frequent and noticeable

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Attentiveness ignored	|___|___|___|___|	Attentiveness rewarded
Accurate responses not rewarded	|___|___|___|___|	Accurate content responses rewarded
Effort not rewarded	|___|___|___|___|	Effort rewarded
Accurate resoning not rewarded	|___|___|___|___|	Accuracy in analytical reasoning rewarded
Punishment is frequent and noticeable	|___|___|___|___|	No punishment noticeable
Innattentiveness punished	|___|___|___|___|	Inattentiveness not punished
Inaccurate responses are punished	|___|___|___|___|	Inaccurate responses are not punished
Lack of effort punished	|___|___|___|___|	Lack of effort not punished
Inaccurate resoning punished	|___|___|___|___|	Inaccurate reasoning not punished

3.6 Evidence that the pupil experiences differ based on the students' needs rather than the demands for mastery of a preconceived content.

Entirely based on mastery of preconceived content	|___|___|___|___|	Entirely based on individual needs of students

3.7 What general evidence can be found to assess the way this classroom interaction is operating to meet the needs of individual students?

Student seems to be making no creative (original) contribution	|___|___|___|___|	Student making extensive creative (original) contribution

3.8 Pupil opportunity for choices--to what degree does it appear that students participate in determining:

Tasks appear based on teacher's choice	|___|___|___|___|	Tasks appear entirely based on student choice
Seating and requirement to stay in seats appears entirely based on teacher choice	|___|___|___|___|	Seating of students and requirement to stay in seats appear entirely based on students' choice

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[illegible]

Learning material used appears entirely based on teacher choice.	I___I___I___I___I	Learning material used appears entirely based on students' choice
Who students work with appears entirely based on teacher choice	I___I___I___I___I	Who students work with appears entirely based on students' choice

Second activity--if activity changed during the observation

Teacher directed entire group	Most students involved in teacher directed activities while few students work alone	Teacher directs half of students while other half work on individual activities	Most students working on individual or small group activities while teacher directs a few, moving among pupils	Students work individually or in small groups with no direct supervision from teacher

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Climate

3.9 Characteristics of the institutional environment:

Instructor and learners are energetic, lively, and alert	I___I___I___I___I	Instructor and learners are apathetic, listless, and bored
All activities are purposeful and task and goal oriented	I___I___I___I___I	All activities are erratic, directionless, chaotic, and listless
All activities are authentic and true to the best of life outside of school	I___I___I___I___I	All activities are contrived, unreal and foreign to significant life outside the school

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[illegible].9

Climate is authoritarian with a limited number of persons controlling the behavior of others	|___|___|___|___|	Behavior is autonomous with individuals controlling own behavior and respecting rights of others
Mostly a positive experience for young people	|___|___|___|___|	Mostly a negative experience for young people

PART 3

THE DESCRIPTIVE PUPIL BEHAVIOR

For these observations, generalizations need to be drawn relative to the classroom behavior of the students observed.

DATA

4.1 When considering the degree of alertness in the classroom, respond on the following continuum:

The students appear very apathetic: listless, bored, slow in starting half-hearted activity	I___I___I___I___I	The students appear very alert, anxious to recite, attentive, prompt, and ready to take part

4.2 When considering the level of confidence evidenced in the classroom, the students appear:

Afraid to try, embarrassed, tense, shy, and timid	I___I___I___I___I	Anxious to try new activities, not disturbed by mistakes, relaxed, speak with assurance

4.3 When considering student dependance in the classroom, the students appear:

Rely on teacher directions, unable to proceed on own, appear reluctant to accept responsibility	I___I___I___I___I	Volunteer ideas, show resourcefullness, assurance, responsibility

4.4 Degree to which classroom routine (i.e. attendance, obtaining materials, leaving room, etc.) is handled with minimum disruption and maximum efficiency.

Routine chaotic, disruptive, undone	I___I___I___I___I	Classroom routine and housekeeping done in a routine way

4.5 Degree to which the pupils respond to the teacher or to each other.

Pupils interact only with the teacher	I___I___I___I___I	Pupils interact only with other pupils

4.6Do students seem to comprehend the classroom activity as evidenced by their perception based on verbal expectation of teachers?

Indication of no understanding	I___I___I___I___I	Indication of complete understanding

4.7 Approximately what percent of the students exhibit enthusiasm for the classroom activity?

No students	I___I___I___I___I	All students

PART 4
TEACHER AND TEACHING CHARACTERISTICS

5.1 Describe the noticeable characteristics of the classroom teacher. It is suggested that some of David G. Ryan's work applied here will help the observer record his data. The observer is encouraged to use other descriptions wherever helpful.

Understanding, friendly behavior |___|___|___|___| Aloof

Responsible, businesslike |___|___|___|___| Evading, unplanned

Stimulating, imaginative, enthusiastic |___|___|___|___| Dull, routine

5.2 Degree to which teacher is the source of information:

Teacher lectures, tells, assigns significance, is the final source of information |___|___|___|___| Teacher refers pupils to other sources

5.3 I would describe the teacher as:

Possessing characteristics which make him an attractive model |___|___|___|___| Possesses many characteristics which make him undesirable as a model

5.4 Working cooperatively with learners, assuming joint responsibility with learners |___|___|

|___|___| Comepletely dominating pupils

|___|___| Completely subservient to pupils

5.5 At this point I would describe students' opportunity for self-expression as:

Abundant |___|___|___|___| Absent

5.6 Student values and feelings seem to affect the room and its personnel and activities:

Extensively |___|___|___|___| Remotely

Part 4, Page 2

5.7 The learning experiences observed seemed to be:

Highly ego enhancing for students	I___I___I___I___I	Highly ego degrading for students

Example of activity____

Highly ego enhancing for teachers	I___I___I___I___I	Highly ego degrading to teachers

Example of activity____

Highly cognitive in content	I___I___I___I___I	Absence of cognitive activity in content

Example of activity____

Highly affective in content	I___I___I___I___I	Absence of affective component in content

Example of activity____